24/08/2020



**Registered Charity No 1028935 OFSTED URN 106302**

 **Policies and**

**Procedures**



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# Introduction

This document contains the policies and procedures that we have in place at Bradworthy Pre-school. These ensure that the childcare we provide meets the regulations set out by the Statutory Framework for the Early Years Foundation Stage (EYFS) and Ofsted registration.

Our policies and procedures aim to inform and guide parents, employees and members of the committee in relation to Bradworthy Pre-school and how it manages its day-to-day operation.

Bradworthy Pre-school has a dedicated team of staff and committee members who are committed to providing high quality childcare and education in a safe and stimulating environment. These policies and procedures have been individually adapted with this in mind.

All staff, volunteers and parents must follow the policies and procedures for Bradworthy Pre-school. Many of the policies have been set out by the Early Years Alliance, of which Bradworthy Pre-school is a member. Our policies and procedures are reviewed annually, and we welcome input from staff and parents to keep them updated.

The policies and procedures have all been discussed, agreed and signed at a Committee meeting. The signed master copy is held in the Pre-school and should not be removed unless authorised by the Manager or Chair. Further copies are held in Pre-school which are made available to parents upon request. They are also available on our website [www.bradworthypreschool.co.uk](http://www.bradworthypreschool.co.uk) The contents of this document are intended to be a first reference point and can be read in its entirety or by individual section as required.

**Notes on Terminology**

Bradworthy Pre-school - interchangeable with “setting”

“We” refers to the staff and management committee of the Pre-school

Manager/Leader – senior member of staff who oversees the day-to-day running of the Pre-school

Management Committee – interchangeable with “trustees” and “registered person”



***Section 1.0 – Child Protection***

**1.1 – Children's rights and entitlements**

**Policy Statement**

* Bradworthy Pre-school promotes a child’s right to be *strong, resilient and listened to* by creating an environment in the setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
* We promote a child's right to be *strong, resilient and listened to* by encouraging them to develop a sense of autonomy and independence.
* We promote a child's right to be *strong, resilient and listened to* by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
* We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
* We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

**What it means to promote children’s rights and entitlements to be *‘strong, resilient and listened to’.***

To be **strong** means to be:

* secure in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
* safe and valued as individuals in their families and in relationships beyond the family, such as day care or school;
* self assured and form a positive sense of themselves – including all aspects of their identity and heritage;
* included equally and belong in our setting and in community life;
* confident in abilities and proud of their achievements;
* progressing optimally in all aspects of their development and learning;
* to be part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and
* able to represent themselves and participate in aspects of service delivery that affects them, as well as aspects of key decisions that affect their lives.

To be **resilient** means to:

* be sure of their self-worth and dignity;
* be able to be assertive and state their needs effectively;
* be able to overcome difficulties and problems;
* be positive in their outlook on life;
* be able to cope with challenge and change;
* have a sense of justice towards themselves and others;
* develop a sense of responsibility towards themselves and others; and
* be able to represent themselves and others in key decision making processes.

To be **listened to** means:

* Adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas;
* Adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
* Adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate ; and
* Adults respect children’s rights and facilitate children’s participation and representation in imaginative and child centred ways in all aspects of core services.

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| ***This policy was adopted at a meeting of Bradworthy Pre-school Committee******Held on:.......................................................................................................................................******Date to be reviewed:...................................................................................................................******Signed on behalf of the provider:.................................................................................................******Name of signatory:......................................................................................................................******Role of signatory:........................................................................................................................*** |

**1.2 Safeguarding children, young people and vulnerable adults**

**Policy statement**

Our setting will work with children, parents and the community to ensure the rights and safety of children, young people to give them the very best start in life. Our Safeguarding Policy is based on the three key commitments of the Pre-school Learning Alliance Safeguarding Children Policy.

**Procedures**

We carry out the following procedures to ensure we meet the three key commitments of the Alliance Safeguarding Children Policy.

***Key commitment 1***

We are committed to building a 'culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm in all areas of our service delivery.

* Our designated person (a member of staff) who co-ordinates child, young person or adult protection issues is:

Louise Dack (Deputy – Tish Shere)

* Our designated officer (a member of the management team) who oversees this work is:

Andrea Cleave

* The designated person and officer ensure they have links with statutory and voluntary organisations with regard to safeguarding.
* All staff understand that safeguarding is their responsibility.
* We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
* All staff have an up-to-date knowledge of safeguarding issues, are alert to the signs and symptoms of abuse, and understand their professional duty to ensure safeguarding concerns are reported to the local authority children’s social work team or the NSPCC.
* All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
* All staff understand the thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm, according to arrangements published by the LSCB or safeguarding partners in areas where the safeguarding partners have replaced the LSCB.
* We will support families to receive appropriate early help by sharing information with other agencies in accordance with statutory requirements and legislation.
* We will share information lawfully with safeguarding partners and other agencies where there are safeguarding concerns.
* We will be transparent about how we lawfully process data.
* Adequate and appropriate staffing resources are provided to meet the needs of children.
* Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
* Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
* Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
* Enhanced criminal records and barred lists checks are carried out on anyone living or working on the premises.
* Volunteers do not work unsupervised.
* Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:
* The criminal records disclosure reference number;
* The date the disclosure was obtained; and
* Details of who obtained it.
* All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
* From 31 August 2018, staff and volunteers in childcare settings that are not based on domestic premises are ***not*** required to notify their line manager if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, cautions, court orders, reprimands or warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision or have had orders made in relation to care of their children. For childminders and childcare provided from domestic settings they will be required to notify if anyone in their household has any relevant convictions, court orders or reprimands or had registration refused or cancelled in relation to childcare provision or have had certain Orders made in relation to the care of their children in accordance with the Childcare Disqualification and Childcare Regulations 2018, and Disqualification under the Childcare Act guidance effective from 31 August 2018.
* Staff receive regular supervision, which includes discussion of any safeguarding issues, and their performance and learning needs are reviewed regularly.
* In addition to induction and supervision, staff are provided with clear expectations in relation to their behaviour [outlined in the employee handbook].
* We notify the Disclosure and Barring Service of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
* Procedures are in place to record the details of visitors to the setting.
* Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
* Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child. Personal mobile phones are not used where children are present.
* Any personal information is held securely and in line with data protection requirements and guidance from the ICO.
* The designated person in the setting has responsibility for ensuring that there is an adequate online safety policy in place.
* We keep a written record of all complaints and concerns including details of how they were responded to.
* We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.
* The designated officer will support the designated person to undertake their role adequately and offer advice, guidance, supervision and support.
* The designated person will inform the designated officer at the first opportunity of every significant safeguarding concern, however this should not delay any referrals being made to the children’s social care or where appropriate
* The LADO, Ofsted or Riddor.

***Key commitment 2***

We are committed to responding promptly and appropriately to all incidents, allegations or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you’re worried a child is being abused' (HMG 2015) and ‘No Secrets’ (DoH 2015).

***Responding to suspicions of abuse***

* We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
* We ensure that all staff have an understanding of the additional vulnerabilities that arise from inequalities of race, gender, disability, language, religion, sexual orientation or culture and that these receive full consideration in relation to child, young person or vulnerable adult protection.
* When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
* significant changes in their behaviour;
* deterioration in their general well-being;
* their comments which may give cause for concern, or the things they say (direct or indirect
* disclosure);
* changes in their appearance, their behaviour, or their play;
* unexplained bruising, marks or signs of possible abuse or neglect; and
* any reason to suspect neglect or abuse outside the setting.
	+ We understand how to identify children who may be in need of early help, how to access services for them
* We understand that we should refer a child who meets the s17 Children Act 1989 child in need definition to local authority children’s social work services
* We understand that we should refer any child who may be at risk of significant harm to local authority children’s social work services.
* We are aware that children’s vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children’s social care team.
* We are aware of other factors that affect children’s vulnerability that may affect, or may have affected, children and young people using our provision, such as, abuse of disabled children; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, including through internet abuse; Female Genital Mutilation and radicalisation or extremism.
* In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and LSCB procedures on responding to radicalisation.
* The designated person completes online training, online Prevent training and attends local training where available to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.
* We are aware of the mandatory duty that applies to teachers, and health workers to report cases of Female Genital Mutilation to the police. We are also aware that early years practitioners should follow local authority published safeguarding procedures to respond to FGM and other safeguarding issues, which involves contacting police if a crime of FGM has been or may be about to be committed.
* We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
* If we become concerned that a child may be a victim of modern slavery or human trafficking we will refer to the National Referral Mechanism, as soon as possible and refer and/or seek advice to the local authority children’s social work service and/or police.
* We will be alert to the threats children may face from outside their families, such as that posed by organised crime groups such as county lines and child sexual exploitation, online use and from within peer groups and the wider community.
* Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection and a child in need concerns and follow the LSCB procedures, or when they come into force replacing the LSCB, we will follow the local procedures as published by the local safeguarding partners.
* Where such indicators are is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the 'designated person'. The information is stored on the child's personal file.
* In the event that a staff member or volunteer is unhappy with the decision made of the designated person in relation to whether to make a safeguarding referral they must follow escalation procedures.
* We refer concerns about children’s welfare to the local authority children’s social care team and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children Board. (or the local safeguarding partners when their published safeguarding arrangements take over from the LSCB).
* We respond to any disclosures sensitively and appropriately and take care not to influence the outcome either through the way we speak to children or by asking questions of children (although we may check out/clarify the details of what we think they have told us with them).
* We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees, or young parents. Where abuse or neglect is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account in an age appropriate way, but the setting may override the young person’s refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
* All staff know that they can contact the NSPCC whistleblowing helpline if they feel that or organisation and the local authority have not taken appropriate action to safeguard a child and this has not been addressed satisfactorily through organisational escalation and professional challenge procedures.
* We have a whistle blowing policy in place.
* Staff/volunteers know they can contact the organisation Public Concern at Work for advice relating to whistleblowing dilemmas.

***Recording suspicions of abuse and disclosures***

* Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
* listens to the child, offers reassurance and gives assurance that she or he will take action;
* does not question the child;
* makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.
* These records are signed and dated and kept in the child's personal file, which is kept securely and confidentially.
* The member of staff acting as the 'designated person' is informed of the issue at the earliest opportunity, and always within 1 working day.
* Where the Local Safeguarding Children Board or local safeguarding partners safeguarding procedures stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

***Making a referral to the local authority children's social care team***

* The Early Years Alliance publication Safeguarding Children contains procedures to help in making a referral to the local children's social care team, as well as a template form for recording concerns and assist with making a referral.
* We keep a copy of this document alongside the procedures for recording and reporting set down by our Local Safeguarding Children Board, which [we/I] follow where local procedures differ from those of the Early Years
* Alliance.

***Escalation process***

* If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the LSCB escalation process.
* We will ensure that staff are aware of how to escalate concerns.
* We will follow local procedures published by the LSCB or safeguarding partners to resolve professional disputes.

***Informing parents***

* Parents are normally the first point of contact. Concerns are normally discussed with parents to gain their view of events, unless it is felt that this may put the child or other person at risk, or may interfere with the course of a police investigation, or may unduly delay the referral, or unless it is otherwise unreasonable to seek consent. Advice will be sought from social care, or in some circumstances police, where necessary.
* Parents are informed when we make a record of concerns in their child’s file and that we also make a note of any discussion we have with them regarding a concern.
* If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the procedures of the Local Safeguarding Children Board/Local Safeguarding Partners does not allow this, for example, where it is believed that the child may be placed at risk.
* This will usually be the case where the parent is the likely abuser or where sexual abuse may have occurred.
* If there is a possibility that advising a parent beforehand may place a child at greater risk the designated person should consider seeking advice from children’s social work services, about whether or not to advise parents beforehand, and should record and follow the advice given.

***Liaison with other agencies and Multi Agency Working***

* We work within the Local Safeguarding Children Board/Local safeguarding Partner Guidelines.
* The current version of 'What to do if you’re worried a child is being abused' available for parents and staff and all staff are familiar with what they need to do if they have concerns.
* We have procedures for contacting the local authority regarding child protection issues and concerns about children’s welfare including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and children's social care to work well together.
* We notify Ofsted of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff, and any specific procedures such as responding to concerns about radicalisation or extremism (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
* Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

***Allegations against staff and persons in position of trust***

* We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
* We ensure that all staff volunteers and anyone else working in the setting knows how to raise concerns that they may have about the conduct or behaviour of other people including staff/colleagues.
* We differentiate between allegations, and concerns about the quality of care or practice and complaints and have a separate process for responding to complaints.
* We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person living or working on the premises, which includes:
* inappropriate sexual comments;
* Excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
* We will recognise and respond to allegations that a person who works with children has:
	+ behaved in a way that has harmed a child, or may have harmed a child
	+ possibly committed a criminal offence against or related to a child
	+ behaved towards a child or children in a way that indicates they may pose a risk of harm to children
* We respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with our response
* We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
* We refer any such complaint immediately to the Local Authority Designated Officer (LADO) as necessary to investigate:

|  |  |
| --- | --- |
| 01392 384964 e-mail: ladosecure-mailbox@devon.gov.uk |  |

* We also report any such alleged incident to Ofsted, as well as what measures we have taken. We are aware that it is an offence not to do this.
* We co-operate entirely with any investigation carried out by children’s social care in conjunction with the police.
* Where the management team and children’s social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families throughout the process. Where it is appropriate and practical and agreed with LADO, we will seek to offer an alternative to suspension for the duration of the investigation, if an alternative is available that will safeguard children and not place the affected staff or volunteer at risk.

***Disciplinary action***

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring Service of relevant information, so that individuals who pose a threat to children and vulnerable groups can be identified and barred from working with these groups.

***Key commitment 3***

We are committed to promoting awareness of child abuse issues throughout our training and learning programmes for adults. We are also committed to empowering children through our early childhood curriculum, promoting their right to be strong, resilient and listened to.

***Training***

* Training opportunities are sought for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) and neglect and that they are aware of the local authority guidelines for making referrals. Training opportunities should also cover extra familial threats such as online risks, radicalisation and grooming, and how to identify and respond to families who may be in need of early help, and organisational safeguarding procedures.
* Designated persons receive training in accordance with that recommended by the Local Safeguarding Children Board.
* We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.
* We ensure that all staff receive updates on safeguarding via emails, newsletters, online training and/or discussion at staff meetings at least once a year.

***Planning***

* The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being visible to others.

***Curriculum***

* We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.
* We create within the setting a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
* We ensure that this is carried out in a way that is developmentally appropriate for the children.

***Confidentiality***

* All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board/Local Safeguarding Partners and in line with the GDPR, Data Protection Act 2018, and Working Together 2018.

***Support to families***

* We believe in building trusting and supportive relationships with families, staff and volunteers.
* We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children’s social care team.
* We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
* We follow the Child Protection Plan as set by the child’s social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
* We will engage with any child in need plan or early help plan as agreed.
* Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

**Legal framework**

*Primary legislation*

* Children Act (1989 s47)
* Protection of Children Act (1999)
* The Children Act (2004 s11)
* Children and Social Work Act 2017
* Safeguarding Vulnerable Groups Act (2006)
* Childcare Act (2006)
* Child Safeguarding Practice Review and Relevant Agency (England) Regulations 2018

*Secondary legislation*

* Sexual Offences Act (2003)
* Criminal Justice and Court Services Act (2000)
* Equality Act (2010)
* General Data Protection Regulations (GDPR) (2018)
* Childcare (Disqualification) Regulations (2009)
* Children and Families Act (2014)
* Care Act (2014)
* Serious Crime Act (2015)
* Counter-Terrorism and Security Act (2015)

**Further guidance**

* Working Together to Safeguard Children (HMG 2018)
* What to do if you’re Worried a Child is Being Abused (HMG 2015)
* Framework for the Assessment of Children in Need and their Families (DoH 2000)
* The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
* Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2008)
* Hidden Harm – Responding to the Needs of Children of Problem Drug Users (ACMD, 2003)
* Information Sharing: Guidance for Practitioners providing Safeguarding Services (DfE 2015)
* Disclosure and Barring Service: [www.gov.uk/disclosure-barring-service-check](http://www.gov.uk/disclosure-barring-service-check)
* Revised Prevent Duty Guidance for England and Wales (HMG, 2015)
* Inspecting Safeguarding in Early Years, Education and Skills Settings, (Ofsted, 2016)

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| ***This policy was adopted at a meeting of Bradworthy Pre-school Committee*** ***Held on:.......................................................................................................................................******Date to be reviewed:...................................................................................................................******Signed on behalf of the provider:.................................................................................................******Name of signatory:......................................................................................................................******Role of signatory:........................................................................................................................*** |

**Other useful Pre-school Learning Alliance publications**

* Safeguarding Children (2013)
* Safeguarding through Effective Supervision (2013)
* The New Early Years Employee Handbook (2016)
* People Management in the Early Years (2016)

\*A ‘young person’ is defined as 16 to 19 years old – in our setting they may be a student, worker, volunteer or parent. A ‘vulnerable adult’ is defined as a person ‘who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation’ (No Secrets DoH 2015).

**1.3 – Looked after children**

**Policy Statement**

Bradworthy Pre-School is committed to providing quality childcare based on equality of opportunity for all children and their families. All staff are committed to doing all they can to enable ‘looked after’ children in their care to achieve and reach their full potential.

Children become ‘looked after’ if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children will be living in foster homes, but a smaller number may be in a children’s home, living with a relative or even placed back home with their natural parent(s).

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child’s separation from their home and family signifies a disruption in their lives that has impact on their emotional well-being.

Bradworthy Pre-School places emphasis on promoting *children’s right to be strong, resilient and listened to.* The setting’s policy and practice guidelines for looked after children are based on two important concepts; *attachment and resilience.* The basis of this is to promote secure attachments in children’s lives as the foundation for resilience. These aspects of well-being underpin the child’s responsiveness to learning and are the basis in developing positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

**Principles**

* The term ‘looked after child’ denotes a child’s current legal status; this term is never used to categorise a child as standing out from others. Staff do not refer to such a child using acronyms such as LAC.
* In exceptional circumstances we offer places to two-year-old children who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer and where the placement in the setting will last a minimum of three months.
* We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and will have formed a secure attachment to the carer. The staff would expect that the placement in the setting will last a minimum of six weeks.
* Where a child who normally attends the setting is taken into care and is cared for by a local foster carer we will continue to offer the placement for the child.

**Procedures**

* Every child is allocated a key person when they start and this is no different for a looked after child. The setting Manager will ensure the key person has the information, support and training necessary to meet the looked after child’s needs.
* The setting Manager and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensures appropriate information is gained and shared.
* The setting recognises the role of the local authority social care department as the child’s ‘corporate parent’ and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parents’ or foster carer’s role in relation to the setting without prior discussion and agreement with the child’s social worker.
* At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child’s learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
* The care plan needs to consider such issues for the child as:
* the child’s emotional needs and how they are to be met;
* how any emotional issues and problems that affect behaviour are to be managed;
* the child’s sense of self, culture, language/s and identity – and how this is to be supported;
* the child’s need for sociability and friendship;
* the child’s interests and abilities and possible learning journey pathway; and
* how any special needs will be supported.
* In addition the care plan will also consider:
* how information will be shared with the foster carer and local authority (as the ‘corporate parent’) as well as what information is shared with whom and how it will be recorded and stored;
* what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed;
* what written reporting is required;
* wherever possible, and where the plan is for the child’s return home, the birth parent(s) should be involved in planning; and
* with the social worker’s agreement, and as part of the plan, the birth parent(s) should be involved in the setting’s activities that include parents, such as outings, fun-days etc alongside the foster carer.
* The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the ‘proximity’ stage is followed until it is visible that the child has formed a relationship with his or her key person sufficient to act as a ‘secure base’ to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
* In the first two weeks after settling-in, the child’s well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
* Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
* Concerns about the child will be noted in the child’s file and discussed with the foster carer.
* If the concerns are about the foster carer’s treatment of the child, or if abuse is suspected, these are recorded in the child’s file and reported to the child’s social care worker according to the setting’s safeguarding children procedure.
* Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
* Transition to school will be handled sensitively and the designated person and/or the child’s key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child’s birth parents.

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**1.4 – Uncollected child**

## Policy Statement

In the event that a child is not collected by an authorised adult at their expected collection time, we put into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. We will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

**Procedures**

* Parents of children starting at the setting are asked to provide the following specific information which is recorded on the child's Registration Form:
	+ Home address and contact telephone numbers
	+ Place of work, address and telephone number (if applicable).
	+ Mobile telephone number (if applicable).
	+ Information about any person who does not have legal access to the child
* On occasions when a person other than the child’s parents will be collecting the child from the setting, this should be noted on the daily register by the person bringing the child in.
* If the person collecting the child is not already known to the staff, they will be asked to provide a previously assigned password as detailed on the child’s registration form.
* Parents are informed that if they are not able to collect the child as planned, they must inform the setting so that staff can begin to take back-up measures. We provide parents with our telephone number.
* If a child is not collected at their expected collection time, staff follow the procedures below:
	+ The child’s file is checked for any information about changes to the normal collection routines.
	+ If no information is available, parents/carers are contacted at home or at work.
	+ If this is unsuccessful, the emergency contact person detailed on the child’s registration form will be contacted.
	+ All reasonable attempts are made to contact the parents or emergency contact.
	+ If no-one collects the child within one hour of their expected collection time and there is no-one who can be contacted to collect the child, staff apply the procedures for uncollected children.
* If we have any cause to believe the child has been abandoned we contact the local authority children’s social care team:
If the children’s social care team is unavailable [or as our local authority advise] we will contact the local police]

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* Or the out of hours duty officer (where applicable):

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* After an additional 15 minutes if the child has not been collected, we will contact the above statutory agencies again.
* The child stays at setting in the care of two fully-vetted workers, one of whom will be the Manager or Deputy Manager, until the child is safely collected either by the parents or by a social care worker. or by another person specified by social care.
* Social Care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
* Under no circumstances will staff go to look for the parent, nor leave the setting premises with the child.
* A full written report of the incident is recorded in the child’s file.
* A full written report of the incident is recorded in the child’s file.
* Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
* Ofsted may be informed:

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**1.5 – Missing child**

**Policy Statement**

Children’s safety is maintained as the highest priority at all times both on and off the premises. Every attempt is made through the implementation of our outings procedure and our exit/entrance procedure to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is followed.

**Procedures**

***Child going missing on the premises:***

* As soon as it is noticed that a child is missing the child’s key person or other member of staff alerts the setting leader.
* The setting leader will carry out a thorough search of the building and outside play area.
* The register is checked to make sure no other child has also gone astray.
* Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
* If the child is not found, the parent is contacted and the missing child is reported to the police.
* The setting leader talks to the staff to find out when and where the child was last seen and records this.
* The setting leader contacts the chairperson and reports the incident. The chairperson, or other member(s) of the management committee, comes to the setting immediately to carry out an investigation.

***Child going missing on an outing:***

This describes what to do when staff have taken a small group on an outing, leaving the setting Manager and/or other staff back in the setting. If the setting Manager has accompanied children on the outing, the procedures are adjusted accordingly. What to do when a child goes missing from a whole setting outing may be a little different, as parents usually attend and are responsible for their own child.

* As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray.
* One staff member searches the immediate vicinity but does not search beyond that.
* The setting leader or manager is contacted immediately (if not on the outing) and the incident is reported.
* The setting leader contacts the police and reports the child as missing.
* The setting leader contacts the parent, who makes their way to the setting or outing venue as agreed with the setting leader. The setting is advised as the best place, as by the time the parent arrives, the child may have been returned to the setting.
* Staff take the remaining children back to the setting.
* In an indoor venue, the staff contact the venue’s security who will handle the search and contact the police if the child is not found.
* The setting leader contacts the chairperson and reports the incident. The chairperson, or other member(s) of the management committee, comes to the setting immediately to conduct an investigation.
* The setting leader, or designated staff member may be advised by the police to stay at the venue until they arrive.

***The investigation:***

* Staff keep calm and do not let the other children become anxious or worried.
* The setting leader together with the chairperson or representative from the management committee speaks with the parent(s).
* The chairperson and management committee carry out a full investigation taking written statements from all the staff and volunteers who were present
* The key person/member of staff writes an incident report detailing:
* The date and time of the incident.
* Which staff/children were in the group/on the outing and the name of the staff member designated responsible for the missing child.
* When the child was last seen in the group/on the outing, including the time it is estimated that the child went missing.
* What has taken place in the premises or on the outing since the child went missing.
* A conclusion is drawn as to how the breach of security happened.
* If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff and parents. Children’s Social Care may be involved if it seems likely that there is a child protection issue to address.
* The incident is reported under RIDDOR arrangements (see Reporting of Accidents and Incidents Policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
* In the event of disciplinary action needing to be taken, Ofsted is informed.
* The insurance provider is informed.

***Managing people:***

* Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
* The staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
* Staff may be the understandable target of parental anger and they may be afraid. The setting leader needs to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.
* The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the setting leader. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the setting leader and the other should be the chairperson of the management committee (or other committee member). No matter how understandable the parent’s anger may be, aggression or threats against staff are not tolerated, and the police should be called.
* The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children’s questions honestly but also reassure them.
* In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The chairperson will use their discretion to decide what action to take.
* Staff must not discuss any missing child incident with the press without taking advice.

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**1.6 – Online Safety inc mobile phones and cameras**

**Policy statement**

Bradworthy Pre School take steps to ensure that there are effective procedures in place to protect children, young people and vulnerable adults from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting.

**Procedures**

*Information Communication Technology (ICT) equipment*

* Only ICT equipment belonging to the setting is used by staff and children.
* The designated person is responsible for ensuring all ICT equipment is safe and fit for purpose.
* All computers have virus protection installed.
* The designated person ensures that safety settings are set to ensure that inappropriate material cannot be accessed.

*Internet access*

* Children do not normally have access to the internet and never have unsupervised access.
* If staff access the internet with children for the purposes of promoting their learning, written permission is gained from parents who are shown this policy.
* The designated person has overall responsibility for ensuring that children and young people are safeguarded and risk assessments in relation to online safety are completed.
* Children are taught the following stay safe principles in an age appropriate way prior to using the internet;
* only go on line with a grown up
* be kind on line
* keep information about me safely
* only press buttons on the internet to things I understand
* tell a grown up if something makes me unhappy on the internet
* Designated persons will also seek to build children’s resilience in relation to issues they may face in the online world, and will address issues such as staying safe, having appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age appropriate ways.
* If a second hand computer is purchased or donated to the setting, the designated person will ensure that no inappropriate material is stored on it before children use it.
* All computers for use by children are located in an area clearly visible to staff.
* Children are not allowed to access social networking sites.
* Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at [www.iwf.org.uk](http://www.iwf.org.uk/).
* Suspicions that an adult is attempting to make inappropriate contact with a child on-line is reported to the National Crime Agency’s Child Exploitation and Online Protection Centre at [www.ceop.police.uk](http://www.ceop.police.uk/)**.**
* The designated person ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.
* If staff become aware that a child is the victim of cyber-bullying, they discuss this with their parents and refer them to sources of help, such as the NSPCC on 0808 800 5000 or www.nspcc.org.uk, or Childline on 0800 1111 or www.childline.org.uk.

*Email*

* Children are not permitted to use email in the setting. Parents and staff are not normally permitted to use setting equipment to access personal emails.
* Staff do not access personal or work email whilst supervising children.
* Staff send personal information by encrypted email and share information securely at all times.

*Mobile phones – children*

* Children do not bring mobile phones or other ICT devices with them to the setting. If a child is found to have a mobile phone or ICT device with them, this is removed and stored in the office until the parent collects them at the end of the session.

*Mobile phones – staff and visitors*

* Personal mobile phones are stored by Bradworthy Preschool staff in the lockers provided.
* Personal mobile phones may be used in an area where there are no children present, with permission from the manager.
* Our staff and volunteers ensure that the setting telephone number is known to family and other people who may need to contact them in an emergency.
* If our members of staff or volunteers take their mobile phones on outings, for use in case of an emergency, they must not make or receive personal calls, or take photographs of children.
* Parents and visitors are requested not to use their mobile phones whilst on the premises. We make an exception if a visitor’s company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where no children are present.
* These rules also apply to the use of work-issued mobiles, and when visiting or supporting staff in other settings.

*Cameras and videos*

* Our staff and volunteers must not bring their personal cameras or video recording equipment into the setting.
* Photographs and recordings of children are only taken for valid reasons and on Pre-school provided devices i.e. to record their learning and development, or for displays within the setting, with written permission received by parents (see the Registration form). Such use is monitored by the manager.
* Where parents request permission to photograph or record their own children at special events, general permission is gained from all parents for their children to be included. Parents are advised that they do not have a right to photograph anyone else’s child or to upload photos of anyone else’s children.
* If photographs of children are used for publicity purposes, parental consent must be given and safeguarding risks minimised, for example, ensuring children cannot be identified by name or through being photographed in a sweatshirt with the name of their setting on it.

*Social media*

* Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
* Staff should not accept new requests from service users, children, and parents as friends due to it being a breach of expected professional conduct.
* In the event that staff name the organisation or workplace in any social media they do so in a way that is not detrimental to the organisation or its service users.
* Staff observe confidentiality and refrain from discussing any issues relating to work
* Staff should not share information they would not want children, parents or colleagues to view.
* Staff should report any concerns or breaches to the designated person in their setting.
* Staff avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity. If a practitioner and family are friendly prior to the child coming into the setting, this information is shared with the manager prior to a child attending and a risk assessment and agreement in relation to boundaries is agreed.

Staff must be mindful that everything you post online is public, even with the strictest privacy settings. You must assume that everything is permanent & may be shared.

Bradworthy Pre-school has a general Facebook page and a closed Facebook page available; the latter is only visible to parents/carers of current enrolled children. This is a communication tool for the setting. We will use it to

* Promote certain events such as parent consultations, trips, social events & visitors
* Update parents on staff training & development
* Give hints and tips for activities the children have enjoyed and home learning ideas
* To give news
* To show photos of activities, trips or special events (only on the closed page)

We also want to invite your thoughts & comments.

The Pre-school manager (including deputy) are the page administrators and will update the page on a regular basis. They also have to approve any member requests or posts.

For the closed Facebook page each academic year the previous years pictures are removed, parents of children who have left the setting are removed, and new parents approved on request.

The page administrators reserve the right to remove any comments at any time. The intent of the policy is to protect the privacy and rights of the nursery, staff & families.

We will remove any postings that

* Name specific individuals in a negative way
* Are abusive or contain inappropriate language or statements
* Use defamatory, abusive or generally negative terms about any individual
* Do not show proper consideration for others privacy
* Breach copyright or fair use laws
* Contain any photos of children without necessary parental consent.

If you would like to report an inappropriate comment then please send an email to bradworthypreschool@gmail.com

***Electronic learning journals for recording children’s progress***

* Managers seek permission from the senior management team prior to using any online learning journal. A risk assessment is completed with details on how the learning journal is managed to ensure children are safeguarded.
* Staff adhere to the guidance provided with the system at all times.

*Use and/or distribution of inappropriate images*

* Staff are aware that it is an offence to distribute indecent images. In the event of a concern that a colleague or other person is behaving inappropriately, the Safeguarding Children and Child Protection policy, in relation to allegations against staff and/or responding to suspicions of abuse, is followed
* Staff are aware that grooming children and young people on line is an offence in its own right and concerns about a colleague’s or others’ behaviour are reported (as above).

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**Further guidance**

* NSPCC and CEOP *Keeping Children Safe Online* training: www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/

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***2.0 - Suitable People***

**2.1 - Employment**

**Policy Statement**

Bradworthy Pre-School meets the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that staff and volunteers are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure and Barring Service (DBS) in accordance with statutory requirements.

**Procedures**

***Vetting and Staff Selection:***

* The Pre-school works towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection, as set out in the Equal Opportunities Policy.
* All staff have job descriptions which set out their roles and responsibilities.
* We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by imposing conditions or requirements that are not justifiable.
* We follow the requirements of the Early Years Foundation Stage and Ofsted guidance on checking the suitability of all staff and volunteers who will have unsupervised access to children. This includes obtaining references and ensuring they have a satisfactory enhanced criminal records check with barred list(s) check through the DBS. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) for the vetting and barring scheme.
* We keep all records relating to the employment of our staff and volunteers; in particular those demonstrating that suitability checks have been done, including the date of issue, and number of the enhanced DBS check.
* Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children, whether received before or during their employment with Bradworthy Pre-school.
* We obtain consent from [our/my] staff and volunteers to carry out on-going status checks of the Update Service to establish that their DBS certificate is up-to-date for the duration of their employment with us.
* Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person’s employment with us will be terminated.

***Changes to Staff:***

* We inform Ofsted of any changes to our Registered Person and/or our Manager.

***Training and Staff Development:***

* Our pre-school leader and deputy hold the CACHE Level 3 Diploma for the Children and Young People’s Workforce or an equivalent or higher qualification and a minimum of half our staff hold the CACHE Level 2 Certificate for the Children and Young People’s Workforce or an equivalent or higher qualification.
* We provide regular in-service training to all staff, trustees and volunteers.
* Our setting budget allocates resources to training.
* We provide staff induction training in the first week of employment. This induction includes our Health and Safety, Safeguarding and Child Protection policies. Other policies are introduced within an induction plan.
* We support the work of our staff by holding regular supervision meetings and appraisals.
* We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

***Staff Taking Medication or Other Substances:***

* If a member of staff is taking medication which may affect their ability to care for children, the pre-school will ensure that they seek further medical advice. Staff will only work directly with the children if medical advice confirms that their medication is unlikely to impair their ability to look after children properly.
* Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
* If we have reason to believe that a member of staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and the settings Disciplinary Procedure will be followed.

***Managing Staff Absences and Contingency Plans for Emergencies:***

* Staff take their holiday breaks when the setting is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the manager in advance.
* Where staff are unwell and take sick leave in accordance with their contract of employment, the setting will organise cover to ensure ratios are maintained.
* Sick leave is monitored and action is taken with staff where necessary in accordance with their contract of employment.
* As contingency to cover staff absences, we will call upon the following:
* Trustees
* Parent volunteers
* Agency Staff
* The pre-school will not open unless there are sufficient personnel in the setting to ensure that minimum ratios are met.

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**2.2 – Student Placements**

**Policy Statement**

The Pre-school recognises that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience.

We aim to provide for students on placement with us, experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

**Procedures**

* The Pre-school only permits one student per session.
* Students on qualification courses are required to meet the 'suitable person' requirements of Ofsted and have DBS checks carried out.
* Schools or colleges placing students under the age of 17 years with us are required to vouch for their good character.
* Students under the age of 17 years are supervised at all times and are not allowed unsupervised access to the children.
* Students who are placed at the pre-school on a short term basis are not counted in the staffing ratios.
* Students and apprentices, over the age of 17, who are undertaking a level 3 qualification, may be considered to be counted in the ratios if our manager deems them to be suitably qualified and experienced.
* The setting holds employers' liability insurance and public liability insurance which covers both trainees and voluntary helpers.
* Students are required to adhere to the setting’s confidentiality policy.
* The setting will co-operate with students' tutors in order to help students fulfill the requirements of their course of study.
* We provide students, at their first session of their placement, with a short induction on how our setting is managed, how our sessions are organized and our policies and procedures.
* We communicate a positive message to all students about the value of qualifications and training.
* The setting ensures any students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

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***3.0 – Staff Qualifications, Training, Support and Skills***

**3.1 – Induction of staff, volunteers and managers**

**Policy Statement**

Bradworthy Pre-School provides an induction for all staff, volunteers and managers in order to brief them fully about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

**Procedures**

* We have a written induction plan for all new staff members which includes the following:
* Introductions to all staff and volunteers including management committee members where appropriate.
* Familiarisation with the building, health and safety and fire and evacuation procedures.
* Ensuring the settings policies and procedures have been read and are adhered to.
* Introduction to parents, especially parents of allocated key children where appropriate.
* Familiarisation with confidential information where applicable in relation to any key children.
* Details of the tasks and daily routines to be completed.
* The induction period lasts two weeks. The manager inducts new staff and volunteers. The chairperson inducts new managers.
* During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
* Successful completion of the induction forms part of the probationary period.
* Following induction we continue to support staff to deliver high quality performance through regular supervision and appraisal of their work.

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**3.2 – First aid**

**Policy Statement**

Bradworthy Pre-School staff are able to take action to apply first aid treatment in the event of an accident involving a child or an adult. At least one member of staff with current first aid training is on the premises or on an outing at any one time. Newly qualified staff who achieved an early years qualification at level 2 or 3 on or after 30th June 2016 also have a paediatric first aid certificate in order to be counted in the adult:child ratios. The first aid qualification includes first aid training for infants and young children. We have evidence of due diligence when choosing first aid training and ensure it is relevant to adults caring for young children.

**Procedures**

* The first aid kit can be found in the kitchen cupboard marked “First Aid”. The first aid kit complies with the Health & Safety (First Aid) Regulations 1981 and contains (as a minimum) the following items:
* 3 x triangular bandages.
* 4 x medium and 2 x large sterile dressings.
* 1 x composite pack containing 20 assorted (individually wrapped) plasters.
* 1 x sterile eye pad (with bandage or attachment).
* 1 x container of safety pins (minimum 6).
* 1 x guidance card as recommended by HSE
* In addition to the contents of the first aid box we also keep in the cupboard:
* Disposable plastic (PVC or vinyl) gloves.
* Disposable plastic aprons.
* A children's forehead strip thermometer.
* A sterile eyewash pack.
* Ice Packs.
* Information about who has completed first aid training and the location of the first aid box is provided to all staff and volunteers. A list of staff and volunteers who have current PFA certificates is displayed in the kitchen and made available to parents.
* The first aid box is easily accessible to adults and is kept out of the reach of children.
* No un-prescribed medication is given to children, parents or staff.
* At the time of each child’s admission to the setting, parents' written permission for obtaining emergency medical advice or treatment is sought. Parents sign and date their written consent.
* Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

**Legal Framework**

* Health and Safety (First Aid) Regulations (1981)

**Further Guidance**

* First Aid at Work: Your questions answered (HSE Revised 2009)
* Basic Advice on First Aid at Work (HSE Revised 2008)
* Guidance on First Aid for Schools (DfEE)

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***4.0 – Key Person***

**4.1 – The role of the key person and settling-in**

**Policy Statement**

At Bradworthy pre-school we believe that children settle best when they have a key person to relate to, who knows them and their parents, and who can meet all their individual needs. A key person approach benefits the child, parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children’s well-being and their role as active partners within the setting. We aim to make the pre-school a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. Our procedures set out a model for developing a key person approach that promotes effective and positive relationships for the children in our setting.

**Procedures**

* The pre-school allocates a key person to each child soon after they start attending. Time is allowed to see if a child forms a particular bond with one member of staff.
* The key person is responsible for:
	+ Providing an induction for the family and for settling the child into our setting.
	+ Completing relevant forms with parents, including consent forms.
	+ Explaining our policies and procedures to parents with particular focus on policies such as safeguarding and our responsibilities under the Prevent Duty.
	+ Offering unconditional regard for the child and being non-judgmental.
	+ Working with the parents to plan and deliver a personalised plan for the child’s well-being, care and learning.
	+ Acting as the key contact for parents.
	+ Developmental records and for sharing information on a regular basis with the child’s parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
	+ Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child’s development with those carers.
* We promote the role of key person as the child’s primary carer in our setting, and as the basis for establishing relationships with other adults and children.

***Settling In:***

* Before a child starts to attend the pre-school, we use a variety of ways to provide his/her parents with information. These include written information (including our information pack and policies), open events and individual meetings with parents.
* As part of the enrolment process we ask the parents to complete a questionnaire entitled “All About Me” for their child, which provides useful information for staff about each child’s home life, likes and dislikes.
* We recognise that when some children start attending they may benefit from a parent staying for a part/whole session and we are happy to accommodate this.
* The key person/staff’s role at this time is to assist the parents and their child/children during the first few sessions in order to help the child feel settled.
* Some children take longer than others to settle and some may become unsettled after a period of absence or following changes in their home life. The setting will work with the child’s parents to support their child through this transition period. It is important that parents and child are relaxed and happy in the setting.
* We judge a child to be settled when they have formed a relationship with their key person, the child is familiar with where things are and is pleased to see other children and participate in activities.
* When parents leave, staff ask them to say goodbye to their child and explain that they will be coming back, and when.
* On some occasions, particularly if a child has been unsettled, staff may contact the parent to inform them how the child has settled. Parents are welcome to ring at any time during the child’s session to see how their child is.
* The key person will take responsibility for compiling information to be added to a child’s Learning Journey and will ensure that parents are regularly updated with their child’s progress at pre-school.

***The Progress Check at Age Two:***

* If applicable the key person will carry out a two year old progress check in accordance with any local procedures that are in place and referring to the guidance *A Know How Guide: The EYFS progress check at age two.*
* The progress check aims to review the child’s development and ensures that parents have a clear picture of their child’s development.
* Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
* The progress check will describe the actions that will be taken by us to address and developmental concerns (including working with other professionals where appropriate) as agreed with the parent/s.
* The key person will plan activities to meet the child’s needs within the setting and will support parents to understand the child’s needs in order to enhance their development at home.

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***5.0 – Staff: Child Ratios***

**5.1 - Staffing**

**Policy Statement**

Bradworthy pre-school provides a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and checks are carried out for criminal and other records through the Disclosure and Barring Service in accordance with statutory requirements.

**Procedures**

To meet this aim, the pre-school adopts the following ratios of adult to children:

* Children aged two years - 1 adult: 4 children;
* At least one member of staff holds a full and relevant level 3 qualification; and
* At least half of all the other staff hold a full and relevant level 2 qualification.
* Children aged three years and over - 1 adult: 8 children;
* At least one member of staff holds a full and relevant level 3 qualification; and
* At least half of all the other staff hold a full and relevant level 2 qualification.
* A minimum of two staff/adults are on duty at any one time; one of whom is either our manager or deputy.
* Each child is assigned a key person to help the child become familiar with the setting and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with the parents for the child’s well-being and development in the setting. The key person meets regularly with the parents for discussion and consultation on their child’s progress and offers support in guiding their development at home.
* The number of children for each key person takes into account the individual needs of the children and the capacity of the individual key person to manage their cohort.
* We only include those aged 17 years or older within our ratios. Where they are competent and responsible, we may include students on long-term placements and regular volunteers.
* Our manager deploys staff, students and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are usually within sight and hearing of staff, and always within sight *or* hearing of staff at all times.
* All staff are deployed according to the needs of the setting and the children attending.
* Our staff, students and volunteers inform their colleagues if they have to leave their area and tell colleagues where they are going.
* Our staff, students and volunteers focus their attention on children at all times and do not spend time in social conversation with colleagues while they are working with children.
* We hold regular staff meetings to undertake curriculum planning and to discuss children’s progress, their achievements and any difficulties that may arise from time to time.

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***6.0 - Health***

**6.1 – Administering medicines**

Policy statement

While it is not Bradworthy Pre-school’s policy to care for sick children, who should be at home until they are well enough to return to the setting, staff will agree to administer medication as part of maintaining a child’s health and well-being or when they are recovering from an illness. We ensure that where medicines are necessary to maintain the health of the child, they are given correctly and in accordance with legal requirements.

In many cases, it is possible for children’s GP’s to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child’s health if not given in the setting. If a child has not had a medication before, it is advised that the parent keeps the child at home for the first 48 hours to ensure there are no adverse effects, as well as to give time for the medication to take effect.

Our staff are responsible for the correct administration of medication to children for whom they are the key person. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person, the manager or deputy manager is responsible for the overseeing of administering medication. We notify our insurance provider of all required conditions, as laid out in our insurance policy.

Procedures

* Children taking prescribed medication must be well enough to attend the setting.
* Only medication prescribed by a doctor (or other medically qualified person) is administered. It must be in-date and prescribed for the current condition (medicines containing aspirin will only be given if prescribed by a doctor).
* Children’s prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.
* On receiving the medication the member of staff checks that it is in date and prescribed for the current condition.
* Parents must give prior written permission for the administration of medication. The staff receiving the medication will ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
	+ full name of child and date of birth;
	+ name of medication and strength;
	+ who prescribed it;
	+ dosage and times to be given in the setting;
	+ method of administration;
	+ how the medication should be stored and expiry date;
	+ any possible side effects that may be expected; and
	+ signature, printed name of parent and the date.
* Bradworthy Pre-school will ask for further information from the child’s doctor when required, i.e. in the case of an allergy that requires the use of an Epipen.
* The administration of medicine is recorded accurately each time it is given and is signed by staff. Parents sign the record book at the end of the day to acknowledge the administration of a medicine. The medication record book records the:
	+ name of the child;
	+ name and strength of medication;
	+ name of the doctor that prescribed it;
	+ the date and time of dose;
	+ dose given and method;
	+ signature of the person administering the medication (and a witness); and
	+ parent’s signature.
* We use the Early Years Alliance publication *Medication Record* for recording administration of medicine and comply with the detailed procedures set out in that publication.
* If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.
* If rectal diazepam is given, another member of staff must be present and co-signs the record book.
* No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

*Storage of medicines*

* All medication is stored safely in the First Aid cupboard or refrigerated as required.
* The child’s key person (or the supervisor) is responsible for ensuring medicine is handed back at the end of the day to the parent.
* For some conditions, medication may be kept in the setting to be administered on a regular or as-and-when required basis. Key persons check that any medication held in the setting is in date and returns any out-of-date medication back to the parent.

*Children who have long term medical conditions and who may require on ongoing medication*

* A risk assessment is carried out for each child with long term medical conditions that requires ongoing medication. This is the responsibility of the manager alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment.
* Parents will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
* For some medical conditions key staff will need to have training in a basic understanding of the condition as well as how the medication is to be administered correctly. The training needs for staff forms part of the risk assessment.
* The risk assessment includes vigorous activities and any other activity that may give cause for concern regarding an individual child’s health needs.
* The risk assessment includes arrangements for taking medicines on outings and advice is sought from the child’s GP if necessary where there are concerns.
* An individual health plan for the child is drawn up with the parent; outlining the key person’s role and what information must be shared with other staff who care for the child.
* The individual health plan should include the measures to be taken in an emergency.
* The individual health plan is reviewed every six months, or more frequently if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
* Parents receive a copy of the health care plan and each contributor, including the parent, signs it.

*Managing medicines on trips and outings*

* If children are going on outings, the key person for the child will accompany the children with a risk assessment, or another member of staff who is fully informed about the child’s needs and/or medication.
* Medication for a child is taken in a sealed plastic box clearly labelled with the child’s name and the name of the medication. Inside the box is a copy of the consent form and a card to record when it has been given, with the details as stated above.
* On returning to the setting, the card is stapled to the medicine record book and the parent signs it.
* If a child on medication has to be taken to hospital, the child’s medication is taken in a sealed plastic box clearly labelled with the child’s name and the name of the medication. Inside the box is a copy of the consent form signed by the parent.
* As a precaution, children should not eat when travelling in vehicles.
* This procedure is read alongside the outings procedure.

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**6.2 – Managing children who are sick, infectious, or with allergies**

**Policy statement**

Bradworthy Pre-school aims to provide care for healthy children through preventing cross infection of viruses and bacterial infections and promote health through identifying allergies and preventing contact with the allergenic trigger.

The Pre-school’s policy is that children who are unwell before the start of the day should be kept at home until they are well enough to return and engage fully in all activities.

**Procedures for children who are sick or infectious**

* If a child becomes unwell during the day – for example, if they have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the parents are contacted and asked to collect the child, or to send a known carer to collect the child on their behalf.
* If a child has a temperature, they are kept cool, by removing top clothing and sponging their head with cool water, but kept away from draughts.
* The child’s temperature may be taken using a forehead thermometer strip kept in the first aid cupboard.
* Any child that is unwell will be cared for and kept as comfortable as possible until collected.
* In extreme cases of emergency an ambulance is called and the parent informed.
* Parents are asked to take their child to teh doctor before returning them to the setting. A child who has a temperature, sickness, diarrhoea or a contagious disease must not attend pre-school. Staff have the right to refuse admission in such cases.
* Where a child has been prescribed antibiotics for an infectious illness or complaint, we ask parents to keep them at home for 48 hours before returning to the setting.
* If a child has had diarrhoea or vomiting, parents/carers are asked not to send them into pre-school until at least 48 hours after the diarrhoea or vomiting has ceased.
* Some activities such as sand and water play, and self-serve snacks where there is a risk of cross-contamination, may be suspended for the duration of any outbreak.
* If a child is suffering from an infectious disease such as chicken pox, parents/carers are asked to notify pre-school so that other parents can be informed. This is particularly important for any pregnant mothers.
* We have a list of excludable diseases and current exclusion times. The full list is obtainable from www.hpa.org.uk/webc/HPAwebFile/HPAweb\_C/1194947358374 and includes common childhood illnesses such as measles.

***Reporting of ‘notifiable diseases’***

* If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, the GP will report this to Public Health England.
* When we become aware, or are formally informed of the notifiable disease, our manager informs Ofsted and contacts Public Health England, and acts on any advice given.

***HIV/AIDS/Hepatitis procedure***

* HIV virus, like other viruses such as Hepatitis A, B and C, are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.
* Disposable aprons and single use vinyl gloves are worn when changing children’s nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
* Protective rubber gloves are used for cleaning/sluicing clothing after changing.
* Soiled clothing is rinsed and bagged for parents to collect.
* Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and cloths which are disposed of.
* Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using disinfectant.

***Nits and head lice***

* Nits and head lice are not an excludable condition, although in exceptional cases we may ask a parent to keep the child away until the infestation has cleared.
* On identifying cases of head lice, all parents are informed and asked to check and treat their child and all the family if they are found to have head lice.

***Procedures for children with allergies***

* When children start at pre-school their parents are asked to record any details of known allergies on the Registration Form.
* If a child has an allergy we complete a risk assessment form to detail the following:
	+ The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc.)
	+ The nature of the allergic reaction (e.g. anaphylactic shock reaction, rash, reddening of skin, swelling, breathing problems etc.)
	+ What to do in the case of an allergic reaction, any medication used and how it is to be used (e.g. Epipen)
	+ Control measures – such as how the child can be prevented from contact with the allergen
* This risk assessment form is kept in the child’s personal file and a copy is displayed where staff can see it.
* Generally no nuts or nut products are used within the setting.
* Parents are made aware so that no nuts or nut products are accidentally brought in, for example to a party.

***Insurance requirements for children with allergies and disabilities***

* If necessary, our insurance will include children with any disability or allergy, but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions or requiring invasive treatments; written confirmation from our insurance provider must be obtained to extend the insurance.
* At all times we ensure that the administration of medication is compliant with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.
* Oral medication:
	+ Asthma inhalers are now regarded as ‘oral medication’ by insurers and so documents do not need to be forwarded to our insurance provider. Oral medications must be prescribed by a GP or have manufacturer’s instructions clearly written on them.
	+ We must be provided with clear written instructions on how to administer such medication.
	+ We adhere to all risk assessment procedures for the correct storage and administration of the medication
	+ We must have the parent’s or guardian’s prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to our insurance provider.
* Life-saving medication and invasive treatments:

These include adrenaline injections (Epipens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy).

* + We must have:
		- A letter from the child’s GP/consultant stating the child’s condition and what medication if any is to be administered;
		- Written consent from the parent or guardian allowing staff to administer medication; and
		- Proof of training in the administration of such medication by the child’s GP, a district nurse, children’s nurse specialist or a community paediatric nurse.
	+ Copies of all three documents relating to these children must first be sent to the Early Years Alliance Insurance Department for appraisal. Written confirmation that the insurance has been extended will be issued by return.

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**6.3 – Recording and reporting of accidents and incidents**

## Policy Statement

Bradworthy Pre-school follows the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioral incidents between children are not regarded as incidents and there are separate procedures for this.

**Procedures**

***Our accident book:***

* is kept in a safe and secure place;
* is accessible to staff and volunteers, who all know how to complete it; and
* is reviewed at least half termly to identify any potential or actual hazards.

***Reporting accidents and incidents***

* Ofsted is notified as soon as possible, but at least within 14 days, of any instances which involve:
* food poisoning affecting two or more children looked after on our premises;
* a serious accident or injury to, or serious illness of, a child in our care and the action we take in response; and
* the death of a child in our care.
* Local child protection agencies are informed of any serious accident or injury to a child, or the death of any child, while in our care and we act on any advice given by those agencies.
* Any food poisoning affecting two or more children or adults on our premises is reported to the local Environmental Health Department.
* We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR. we report to the Health and Safety Executive (HSE):
	+ Any work-related accident leading to an injury to a member of the public (child or adult), for which they are taken directly to hospital for treatment.
	+ Any work-related accident leading to a specified injury to one of our employees. Specified injuries include injuries such as fractured bones, the loss of consciousness due to a head injury, serious burns or amputations.
	+ Any work-related accident leading to an injury to one of our employees which results in them being unable to work for seven consecutive days. All work-related injuries that lead to one of our employees being incapacitated for three or more days are recorded in our accident book.
	+ When one of our employees suffers from a reportable occupational disease or illness as specified by HSE.
	+ Any death, of a child or adult, that occurs in connection with a work-related accident.
	+ Any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident, but could have done; such as a gas leak.
	+ Information for reporting incidents to the Health and Safety Executive is provided in the Pre-school Learning Alliance's Accident Record publication. Any dangerous occurrence is recorded in our incident book (see below).

***Incident book:***

* We have ready access to telephone numbers for emergency services, including the local police. Where we are responsible for the premises we have contact numbers for the gas and electricity emergency services, and a carpenter and plumber. Where we rent premises we ensure we have access to the person responsible and that there is a shared procedure for dealing with emergencies.
* We ensure that staff and volunteers carry out all health and safety procedures to minimise risk and that they know what to do in an emergency.
* On discovery of an incident, we report it to the appropriate emergency services – fire, police, ambulance – if those services are needed.
* If an incident occurs before any children arrive, our manager risk assesses this situation and decides if the premises are safe to receive children. Our manager may decide to offer a limited service or to close the setting.
* Where an incident occurs whilst the children are in our care and it is necessary to evacuate the premises/area, we follow the procedures in our Fire Safety and Emergency Evacuation Policy or, when on an outing, the procedures identified in the risk assessment for the outing.
* If a crime may have been committed, we ask all adults witness to the incident make a witness statement including the date and time of the incident, what they saw or heard, what they did about it and their full name and signature.
* We keep an incident book for recording major incidents, including some of those that that are reportable to the Health and Safety Executive as above.
* These incidents include:
* a break in, burglary, or theft of personal or our setting's property;
* an intruder gaining unauthorised access to our premises;
* a fire, flood, gas leak or electrical failure;
* an attack on an adult or child on our premises or nearby;
* any racist incident involving families or our staff on the setting's premises;
* a notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on our premises;
* the death of a child or adult; and
* a terrorist attack, or threat of one.
* In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, is also recorded.
* In the unlikely event of a terrorist attack, we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety and Emergency Evacuation Policy will be followed and our staff will take charge of their key children. The incident is recorded when the threat is averted.
* In the unlikely event of a child dying on our premises, the emergency services are called and the advice of these services is followed.
* The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

**Common Inspection Framework:**

* As required under the *Common Inspection Framework,* we maintain a summary record of all accidents, exclusions, children taken off roll, incidents of poor behaviour and discrimination, including racist incidents, and complaints and resolutions

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**6.4 – Nappy changing & Toileting**

**Policy statement**

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training unless there are medical or other developmental reasons why this may not be appropriate at the time.

We provide nappy changing facilities and exercise good hygiene practices in order to accommodate children who are not yet toilet trained.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

**Procedures**

* Parents/carers are to advise staff if wipes can safely be used and supply cream when required.
* Parents/carers are asked to provide a supply of nappies/pull ups for their child; staff will inform them when more are needed.
* If possible, the child’s key person will change their nappy/pants. However, it is recognized that this is not always possible. A second adult will always be informed when taking a child to the toilet area. A second adult will be present if cream is to be applied.
* Babies and young children are changed within sight of other staff whilst maintaining their dignity and privacy at all times.
* Before changing a child’s nappy/pants, the member of staff will put on an apron and gloves and ensure the changing area is clean and safe. A child is never left unattended on the changing mat.
* Soiled nappies, wipes, used gloves and aprons will be disposed of in the appropriate bin. A record is kept of when a child has had their nappy/pants changed and whether it was wet and/or soiled. Evidence of nappy rash is recorded too. Children’s clothes are checked and changed if necessary.
* The changing mat is cleaned with anti-bacterial spray immediately after use.

***Toilet Training:***

Once a parent/carer has made the decision to start toilet training their child, staff will work in partnership with them to encourage and develop this self-care skill. Staff will encourage the child to develop independence in toileting and will praise all their efforts and achievements, sharing progress and observations with their parent/carer on a regular basis.

* Children are encouraged to take an interest in using the toilet.
* Children are encouraged to wash their hands with the soap provided and to dry their hands with paper towel.
* Older children access the toilet when they need to and are encouraged to be independent.

Staff recognise that accidents do happen. Any child needing to be changed will be taken to the toilet area and will have their privacy and feelings respected appropriately. Parents are asked to provide a change of clothing for their child in a bag to be hung on their child’s peg. However, a supply of spare clothing is available if necessary and parents are asked to return this as soon as possible.

Children are able to go to the toilet at any time on request.

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**6.5 – Food and drink**

**Policy statement**

Bradworthy Pre-school regards snack and mealtimes as an important part of our day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We promote healthy eating and children are encouraged to experience a variety of different tastes and food types.

**Procedures**

We follow these procedures to promote healthy eating in setting.

* Before a child starts to attend the setting, we ask their parents about any special dietary requirements or known allergies. This information is recorded on the Registration Form.
* Parents are asked to inform us of any changes to their child’s dietary information, including allergies.
* We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
* We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences, as well as their parents' wishes.
* We provide nutritious food for all snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
* We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
* Through discussion with parents and research reading, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, as well as about food allergies. We take account of this information in the provision of food and drinks.
* We show sensitivity in providing for children's diets and allergies. We do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy.
* We organise meal and snack times so that they are social occasions in which children and adults participate.
* We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
* We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
* We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
* At snack time children are offered a choice between whole pasteurised milk and water.

***Packed lunches:***

* We encourage parents/carers to use ice packs to keep food cool.
* We inform parents of our policy on healthy eating.
* We encourage parents to provide sandwiches with a healthy filling, fruit, and milk based desserts, such as yoghurt.
* We discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent/carer as a last resort.
* We provide children bringing packed lunches with plates, cups and cutlery if needed.
* We ensure that adults sit with children to eat their lunch so that the mealtime is a social occasion.

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**6.6 – Food hygiene**

## Policy Statement

The pre-school provides snacks for the children and serves packed lunches brought from home. School dinners can also be ordered from Bradworthy Primary Academy which will be delivered to the pre-school.

We maintain the highest possible food hygiene standards with regard to the purchase, storage and preparation and serving of food.

**Procedures**

* The person responsible for food preparation understands the principles of the Hazard Analysis and Critical Control Point (HACCP) as it applies to their job.
* Staff involved in the preparation and handling of food have received training in food hygiene.
* The person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently.
* We use reliable suppliers for the food we purchase.
* Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
* Packed lunches are stored in a cool place; we advise parents to use ice packs to keep contents cool.
* Parents are requested not to send rice based meals in packed lunches due to the high risk for potential food poisoning.
* Food preparation areas are cleaned before use as well as after use.
* There are separate facilities for hand-washing and for washing up.
* All surfaces are clean and non-porous.
* All utensils, crockery etc are clean and stored appropriately.
* Waste food is disposed of daily.
* Cleaning materials and other dangerous materials are stored out of children’s reach.
* Children do not have unsupervised access to the kitchen.
* When children take part in cooking activities, they:
	+ are supervised at all times;
	+ understand the importance of hand washing and simple hygiene rules;
	+ are kept away from hot surfaces and hot water; and
	+ do not have unsupervised access to electrical equipment such as blenders etc.

***Reporting of food poisoning***

* Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
* Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the Environmental Health Department and the Health Protection Agency, to report the outbreak and will comply with any investigation.
* Any confirmed cases of food poisoning affecting two or more children looked after at the setting will also be notified to Ofsted as soon as is reasonably practicable, and always within 14 days of the incident.

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**6.7 Basic kitchen opening and closing checks template**

**Daily Checks Week Commencing ………………………………….**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Opening Checks:** | **MON** | **TUES** | **WED** | **THURS** | **FRI** |
| Outside area safe/gate locked |  |  |  |  |  |
| Toilets flushed/clean |  |  |  |  |  |
| Mobile phone on |  |  |  |  |  |
| Windows secure |  |  |  |  |  |

**Kitchen Opening Checks:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Fridge temperature recorded |  |  |  |  |  |
| Dishcloths/tea towels clean |  |  |  |  |  |
| Surfaces clean and disinfected |  |  |  |  |  |
| Food fresh and in date |  |  |  |  |  |
| Food stored correctly and safely |  |  |  |  |  |
| Check children’s food allergies |  |  |  |  |  |
| Dishwasher empty and clean |  |  |  |  |  |

**Closing Checks:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Doors and windows locked |  |  |  |  |  |
| Fridge on |  |  |  |  |  |
| All paperwork put away |  |  |  |  |  |
| Filing cabinet locked |  |  |  |  |  |
| Dishwasher OFF |  |  |  |  |  |
| Computer/laptop/printer OFF |  |  |  |  |  |
| Mobile phone charged and OFF |  |  |  |  |  |

**Kitchen Closing Checks:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Unused food stored correctly |  |  |  |  |  |
| Crockery & utensils washed and stored |  |  |  |  |  |
| Dirty cloths removed for washing |  |  |  |  |  |
| Work surfaces clean and disinfected |  |  |  |  |  |
| **Rubbish removed and floor cleaned – cleaner responsible** |

**6.8 Individual Health Plan**

*This form must be used alongside the individual child’s registration form which contains emergency parental contact and other personal details.*

|  |  |  |  |
| --- | --- | --- | --- |
| Date completed: |  | Review date: |  |

**Child’s details:**

|  |  |  |  |
| --- | --- | --- | --- |
| Full name: |  | Date of birth: |  |
| Address: |  |
|  |  |
| Allergies: |  |
| Medical condition/diagnosis |  |
| Medical needs and symptoms: |  |
| Daily care requirements: |  |
| Medication details (inc. expiry date/disposal) |  |
| Storage of medication: |  |
| Procedure for administering medication: |  |
| Names of staff trained to carry out health plan procedures and administer medication: |
|  |
| Other information: |  |
|  |  |
| Date risk assessment completed: |  |
| Risk assessment details: |  |
| Describe what constitutes an emergency for the child, what procedures will be taken if this occurs and the names of staff responsible for an emergency situation with the child: |
|  |

**Child’s main carer(s)**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Name:
 |  | Relationship to child: |  |
| Contact number(s): |  |
| 1. Name:
 |  | Relationship to child: |  |
| Contact number(s): |  |

**General Practitioner’s details:**

|  |  |  |  |
| --- | --- | --- | --- |
| Name: |  | Contact number: |  |
| Address: |  |
|  |  |

**Clinic of Hospital details (if app):**

|  |  |  |  |
| --- | --- | --- | --- |
| Name: |  | Contact number: |  |
| Address: |  |
|  |  |

**Declaration**

I have read the information in this health plan and have found it to be accurate. I agree for the recorded procedures to be carried out:

|  |  |  |  |
| --- | --- | --- | --- |
| Name of parent: |  | Date: |  |
| Signature: |  |
| Name of key person: |  | Date: |  |
| Signature: |  |
| Name of manager: |  | Date: |  |
| Signature: |  |
| Date: |  |

For children requiring life saving or invasive medication and/or care, for example, rectal diazepam, adrenaline injectors, Epipens, Anapens, JextPens, maintaining breathing apparatus, changing colostomy or feeding tubes, you must receive approval from the child’s GP/consultant, as follows:

I have read the information in this Individual Health Plan and have found it to be accurate.

|  |  |  |  |
| --- | --- | --- | --- |
| Name of GP/consultant: |  | Date: |  |
| Signature: |  |

**To be reviewed at least every six months, or as and when needed.**

**Copied to parents and child’s personal file (with enrolment form)**

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***7.0 – Managing Behaviour***

**7.1 – Promoting positive behaviour**

## Policy Statement

Bradworthy Pre-school believes that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behavior.

As children develop they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

**Procedures**

In order to manage children’s behaviour in an appropriate way we will:

* Attend relevant training to help understand and guide appropriate models of behaviour;
* Implement the setting’s behaviour procedures including the stepped approach;
* Have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary;
* Ensure all staff complete the understanding and addressing behaviour in the early years on Educare.

***Stepped Approach:***

**Step 1**

* We will ensure that EYFS guidance relating to ‘behaviour management’ is incorporated into relevant policies and procedures;
* We will be knowledgeable with, and apply the setting’s procedures on Promoting Positive Behaviour;
* Ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below).

**Step 2**

* We address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.
* Behaviours that result in concern for the child and/or others will be discussed between the key person, and Special Educational Needs Coordinator (SENCo) or/and manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
* If the behaviour continues to reoccur and remain a concern then the manager and SENCO should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If relevant and appropriate, the views of the child relating to their behaviour should be sought and considered to help identify a cause. If a cause for the behaviour is not known or only occurs whilst in the setting then the SENCo will suggest using a focused intervention approach to identify a trigger for the behaviour.
* If a trigger is identified then the SENCo and manager will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENCo until improvement is noticed.

All incidents and intervention relating to unwanted and challenging behaviour by children should be clearly and appropriately logged.

**Step 3**

* If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the SENCO or manager will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.
* It may be agreed that the Devon Assessment Framework (DAF) or Early Help process should begin and that specialist help be sought for the child – this support may address either developmental or welfare needs. If the child’s behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding Children and Child Protection Policy (1.2). It may also be agreed that the child should be referred for an Education, Health and Care assessment. (See Supporting Children with SEN policy 9.2)
* Advice provided by external agencies should be incorporated into the child’s action plan and regular multi-disciplinary meetings held to review the child’s progress.

***Initial intervention approach***

* We use an initial problem solving intervention for all situations in which a child or children are distressed or in conflict. All staff use this intervention consistently.
* This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.
* High Scope’s Conflict Resolution process provides this type of approach but equally any other similar method would be suitable. Periodically the effectiveness of the approach will be checked.

***Focused intervention approach***

* The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.
* Where we have considered all possible reasons, then a focused intervention approach should be applied.
* This approach allows the key person to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
* We follow the ABC method which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

***Use of rewards and sanctions***

* All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
* Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a ‘prize’ is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be ‘compliant’ and respond to meet adult’s own expectations in order to obtain a reward (or for fear of a sanction). If used then the type of rewards and their functions must be carefully considered before applying.
* Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in ‘time out’ or on a ‘naughty chair’. However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

***Use of physical intervention***

* The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child’s attention.
* Staff should not use physical intervention – or the threat of physical intervention, to manage a child’s behaviour unless it is necessary to use “reasonable force in order to prevent children from injuring themselves or others or damage property” (EYFS).
* If “reasonable force” has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child’s file, which states clearly when and how parents were informed.
* Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's well-being.

***Challenging Behaviour/Aggression by children towards other children***

* Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
* If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed.
* The designated person will contact children’s social services if appropriate and will consider whether notifying the police if appropriate.
* The designated person will make a written record of the incident, which is kept in the child’s file; in line with the *Safeguarding children, young people and vulnerable adults* policy.
* The designated person should complete a risk assessment related to the child’s challenging behaviour to avoid any further instances.
* The designated person should meet with the parents of the child who has been affected by the behaviour to advise them of the incident and the setting’s response to the incident.
* Ofsted should be notified if appropriate.
* Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
* Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

***Bullying***

Bullying is a behaviour that both parents and practitioners worry about. Bullying is a deliberate, aggressive and repeated action, which is carried out with intent to cause harm or distress to others. It requires the child to have ‘theory of mind’ and a higher level of reasoning and thinking, all of which are complex skills that most three-year-olds have not yet developed (usually after the age of four along with empathy). Therefore, an outburst by a three-year-old is more likely to be a reflection of the child’s emotional well-being, their stage of development or a behaviour that they have copied from someone else.

Young children are keen observers and more likely to copy behaviours, which mimic the actions of others, especially the actions of people they have established a relationship with. These are learnt behaviours rather than premeditated behaviours because children this young do not have sufficiently sophisticated cognition to carry out the type of bullying an older child can do. Unless addressed early, this type of pre-bullying behaviour in young children canlead on to bullying behaviour later in childhood. The fear is that by labelling a child as a bully so early in life we risk influencing negative perceptions and expectations of the child which will impact on their self-image, self-esteem and may adversely affect their long term behaviour. This label can stick with the child for the rest of their life.

***Challenging unwanted behaviour from adults in the setting***

* Settings will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.
* Allegations of discriminatory remarks or behaviour including xenophobia made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.
* Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on the child’s file and is reported to the setting manager. The procedure is explained and the parent asked to comply while on the premises. An ‘escalatory’ approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign awritten agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child’s place.

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***8.0 – Safety and Suitability of Premises, Environment and Equipment***

**8.1 – Health and safety general standards**

**Policy statement**

Bradworthy Pre-school believes that the health and safety of children is of paramount importance We make our setting a safe and healthy place for children, parents, staff and volunteers.

* We aim to make children, parents, staff and volunteers aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
* Our member of staff responsible for health and safety is:

\_\_\_\_\_\_\_\_\_\_\_Louise Dack\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* He/she is competent to carry out these responsibilities.
* He/she has undertaken health and safety training and regularly updates his/her knowledge and understanding.
* The setting displays the necessary health and safety poster in the kitchen

***Insurance cover***

Bradworthy Pre-school holds public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed on the wall by the main entrance.

**Procedures**

***Awareness raising***

* Our induction training for staff and volunteers includes a clear explanation of health and safety issues, so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
* Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
* Health and safety issues are explained to the parents of new children, so that they understand the part played by these issues in the daily life of the setting.
* As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
* We operate a no-smoking policy.
* Children are made aware of health and safety issues through discussions, planned activities and routines.

***Windows and Doors***

* Low level windows are made from materials that prevent accidental breakage or we ensure that they are made safe.
* We ensure that any blind cords are secured safely and do not pose a strangulation risk for young children.
* We take precautions to prevent children's fingers from being trapped in doors.

***Floors and walkways***

* All our floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged. Any wet spills are mopped up immediately.
* Walkways are left clear and uncluttered.

***Electrical equipment***

* We ensure that all electrical equipment conforms to safety requirements and is checked regularly.
* Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
* Fires, heaters, electric sockets, wires and leads are properly guarded and we teach the children not to touch them.
* We check heaters daily to make sure they are not covered.
* There are sufficient sockets in our setting to prevent overloading.
* We switch electrical devices off from the plug after use.
* We ensure that the temperature of hot water is controlled to prevent scalds.
* Lighting and ventilation is adequate in all areas of our setting, including storage areas.

***Storage***

* All our resources and materials, which are used by the children, are stored safely.
* All our equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

***Outdoor area***

* Our outdoor area is securely fenced. All gates and fences are childproof and safe.
* Our outdoor area is checked for safety and cleared of rubbish, animal droppings and any other unsafe items before it is used.
* Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
* We leave receptacles upturned to prevent collection of rainwater. Where water can form a pool on equipment, it is emptied and cleaned before children start playing outside.
* Our outdoor sand pit is covered when not in use and is cleaned regularly.
* We check that children are suitably attired for the weather conditions and type of outdoor activities; ensuring that suncream is applied and hats are worn during the summer months.
* We supervise outdoor activities; and particular children on climbing equipment.

***Hygiene***

* We seek information from the Public Health England to ensure that we keep up-to-date with the latest recommendations.
* Our daily routines encourage the children to learn about personal hygiene.
* We have a daily cleaning routine for the setting, which includes the play room, kitchen, toilets and nappy changing areas. Children do not have unsupervised access to the kitchen.
* We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
* The toilet area has a high standard of hygiene, including hand washing and drying facilities and disposal facilities for nappies.
* We implement good hygiene practices by:
* cleaning tables between activities;
* cleaning and checking toilets regularly;
* wearing protective clothing - such as aprons and disposable gloves - as appropriate;
* providing sets of clean clothes; and
* providing tissues and wipes.

***Activities, resources and repairs***

* Before purchase or loan, we check equipment and resources to ensure that they are safe for the ages and stages of the children currently attending the setting.
* We keep a full inventory of all items in the setting for audit and insurance purposes.
* The layout of our play equipment allows adults and children to move safely and freely between activities.
* All our equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.
* We make safe and separate from general use any areas that are unsafe because of repair being needed.
* All our materials, including paint and glue, are non-toxic.
* We ensure that sand is clean and suitable for children's play.
* Physical play is constantly supervised.
* We teach children to handle and store tools safely.
* Where applicable we check children who are sleeping at regular intervals of at least every ten minutes. This is recorded with the times checked and the initials of the person undertaking the check.
* If children fall asleep in-situ, it may be necessary to move or wake them to make sure they are comfortable.
* Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
* Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded. Large pieces of equipment are discarded only with the consent of the manager and the management team.

***Jewellery and accessories***

* Our staff do not wear jewellery or fashion accessories, such as belts or high heels, that may pose a danger to themselves or children.
* Parents must ensure that any jewellery worn by children poses no danger; particularly earrings which may get pulled, bracelets which can get caught when climbing or necklaces that may pose a risk of strangulation.
* We ensure that hair accessories are removed before children sleep or rest.

# *Safety of adults*

* We ensure that adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
* We provide safe equipment for adults to use when they need to reach up to store equipment or to change light bulbs.
* We ensure that all warning signs are clear and in appropriate languages.
* We ensure that adults do not remain in the building on their own.
* We record the sickness of staff and their involvement in accidents. The records are reviewed termly to identify any issues that need to be addressed.

***Control of substances hazardous to health***

* Our staff implement the current guidelines of the *Control of Substances Hazardous to Health Regulations (COSHH)*.
* We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used and where they are stored.
* Hazardous substances are stored safely away from the children.
* We carry out a risk assessment for all chemicals used in the setting. This states what the risks are and what to do if they have contact with eyes or skin or are ingested.
* We keep all cleaning chemicals in their original containers.
* We keep the chemicals used in the setting to the minimum in order to ensure health and hygiene is maintained. We do not use:
* bleach;
* anti-bacterial soap/hand wash, unless specifically advised during an infection outbreak such as Pandemic flu; or
* anti-bacterial cleaning agents, except in the toilets, nappy changing area and food preparation areas. Anti-bacterial spays are not used when children are nearby.
* Environmental factors are taken into account when purchasing, using and disposing of chemicals.
* All members of staff are vigilant and use chemicals safely.
* Members of staff wear protective gloves when using cleaning chemicals.

**Legal framework**

* Health and Safety at Work Act (1974)
* Management of Health and Safety at Work Regulations (1999)
* Electricity at Work Regulations (1989)
* Control of Substances Hazardous to Health Regulations (COSHH) (2002)
* Manual Handling Operations Regulations (1992 (As Amended 2004)
* Health and Safety (Display Screen Equipment) Regulations (1992)

**Further guidance**

* Health and Safety Law: What You Need to Know (HSE Revised 2009)
* Health and Safety Regulation…A Short Guide (HSE 2003)
* Electrical Safety and You: A Brief Guide (HSE 2012)
* Working with Substances Hazardous to Health: What You Need to Know About COSHH (HSE 2009)
* Getting to Grips with Manual Handling - Frequently Asked Questions: A Short Guide (HSE 2011)

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**8.2 – Maintaining children's safety and security on premises**

Policy statement

Bradworthy pre-school maintains the highest possible security of the premises to ensure that each child is safely cared for during their time with us.

Procedures

**Children’s personal safety:**

* The setting ensures all employed staff have been checked for criminal records by the DBS (Disclosure and Barring Service)
* At least two references are taken on application for a position at Bradworthy pre-school.
* Adults do not normally supervise children on their own. Local visits or outings may be undertaken by one member of staff. See supervision of children on outings and visits.
* All children are supervised by adults at all times.
* Whenever children are on the premises at least two adults are present.
* Staff carry out risk assessments to ensure children are not made vulnerable within any part of the premises, nor by any activity.

***Security:***

* Systems are in place for the safe arrival and departure of children.
* The times of the children’s arrivals and departures are recorded.
* The arrival and departure times of adults – staff, volunteers and visitors – are recorded.
* Our systems prevent unauthorised access to our premises.
* Our systems prevent children from leaving our premises unnoticed.
* We only allow access to visitors with prior appointments.
* Our staff check the identity of any person who is not known before they enter the premises.
* We keep front doors and gates locked shut at all times. Back doors are kept locked shut at all times where they may lead to a public or unsupervised area.
* The personal possessions of staff and volunteers are securely stored during sessions.
* Minimal petty cash is kept on the premises.

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**8.3 – Supervision of children on outings and visits**

Policy statement

Children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. Staff at Bradworthy Pre-school ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

Procedures

* All off site activity has a clearly identified educational purpose with specific learning and development outcomes.
* There is a designated lead for each excursion who is clear about their responsibility as designated lead.
* We ask parents to sign a general consent on registration for their children to be taken out on local short outings as a part of the daily activities of the setting.
* We assess the risks for each local venue used for daily activities, which is reviewed regularly.
* We always ask parents to sign specific consent forms before major outings; and the risks are assessed before the outing takes place.
* Our manager and all staff taking part in the outing sign off every risk assessment.
* Children with allergies or other specific needs have a separate risk assessment completed i.e. child with allergies visiting a supermarket.
* An excursion will not go ahead if concerns are raised about its viability at any point.
* Any written outing risk assessments are made available for parents to see.
* The adult to child ratio is high, normally one adult to two children, depending on the child's age, sensibility and type of venue as well as how it is to be reached.
* A minimum of two staff accompany children on major outings. Unless the whole setting is on an outing, a minimum of two staff also remain behind with the rest of the children.
* Named children are assigned to individual staff to ensure each child is well supervised, that no child goes astray and that there is no unauthorised access to children.
* Staff frequently count their designated children and ensure hands are held when on the street and crossing the road.
* Parents who accompany us on outings are responsible for their own child(ren) only. Where parents have undergone vetting with us as volunteers, they may be included in the adults to child ratio and have children allocated to them.
* Major outings are recorded in an outings record book kept in the setting, stating:
	+ The date and time of the outing.
	+ The venue and mode of transport used.
	+ Names of staff assigned to named children.
	+ Time of return.
* Staff take a mobile phone on outings, as well as supplies of tissues, wipes, spare clothing and nappies, medicines required for individual children, a mini first aid kit, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for. We apply suncream to children as needed and ensure they are dressed appropriately for the type of outing and weather conditions.
* Staff take a list of children with them with contact numbers of parents/carers, as well as an accident book and a copy of our Missing Child Policy.
* Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.
* We ensure that seat belts are worn whilst travelling in vehicles and that booster seats and child safety seats are used as appropriate to the age of the child.
* As a precaution we ensure that children do not eat when travelling in vehicles.
* We ensure that contracted drivers are from reputable companies, do not have unsupervised access to the children and are not included in the ratios.

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**8.4 – Risk assessment**

Policy statement

Bradworthy pre-school believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

This policy is based on the Early Years Alliance risk assessment processes, which follow five steps as follows:

* Identification of risk: Where is it and what is it?
* Who is at risk: Childcare staff, children, parents, cleaners etc?
* Assessment as to whether the level of risk is high, medium, low. This takes into account both the likelihood of it happening, as well as the possible impact if it did.
* Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?
* Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

Procedures

* Our risk assessment process covers adults and children and includes:
	+ Determining where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how we are managing risks if asked by parents/carers and inspectors;
	+ Checking for and noting hazards and risks indoors and outside, in relation to our premises and activities;
	+ Assessing the level of risk and who might be affected;
	+ Deciding which areas need attention; and
	+ Developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
* Where more than five staff and volunteers are employed the risk assessment is written and is reviewed regularly.
* We maintain lists of health and safety issues, which are checked daily before the session begins as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.
* Our manager ensures that checks, such as electricity and gas safety checks, and any necessary work to the setting premises are carried out annually and records are kept.
* Our manager ensures that staff members carry out risk assessments that include relevant aspects of fire safety, food safety for all areas of the premises.
* Our manager ensures that staff members carry out risk assessments for work practice including:
* changing children;
* preparation and serving of food/drink for children;
* children with allergies;
* cooking activities with children;
* supervising outdoor play and indoor/outdoor climbing equipment;
* [putting babies or young children to sleep;]
* assessment, use and storage of equipment for disabled children;
* the use and storage of substances which may be hazardous to health, such as cleaning chemicals;
* visitors to the setting who are bring equipment or animals as part of children’s learning experiences; and
* following any incidents involving threats against staff or volunteers.
* Our manager ensures that staff members carry out risk assessments for off-site activities if required, including:
* children’s outings (including use of public transport)
* forest school and beach school
* home visits; and
* other off-site duties such as attending meetings, banking etc.
* We take precautions to reduce the risks of exposure to Legionella (Legionnaires disease). [Our manager/I] ensure that [we/I are familiar with the HSE guidance and risk assess accordingly/have seen the risk assessment relevant to the premises from the landlord.]

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**8.5 – Fire safety and emergency evacuation**

**Policy statement**

Bradworthy Pre-School ensures the premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and our staff are familiar with the current legal requirements. Where necessary advice is sought from a competent person, such as a Fire Officer, or Fire Safety Consultant. A Fire Safety Log Book is used to record the findings of risk assessment, any actions taken or incidents that have occurred and our fire drills. We ensure our policy is in line with the procedures specific to our building, making reasonable adjustments as required.

**Procedures**

* The basis of fire safety is risk assessment carried out by a 'competent person'.
* The manager has received training in fire safety sufficient to be competent to carry out the risk assessment; this will be written where there are more than five staff and will follow the government guidance Fire Safety Risk Assessment – Educational Premises (HMG 2006).
* Fire doors are clearly marked, never obstructed and easily opened from the inside.
* Smoke detectors/alarms and fire fighting appliances conform to BS EN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
* Our emergency evacuation procedures are approved by the Fire Safety Officer and are;
	+ clearly displayed in the premises;
	+ explained to new members of staff, volunteers and parents; and
	+ practised regularly, at least once every six weeks.
* Records are kept of fire drills and of the servicing of fire safety equipment.
* A carbon monoxide alarm is fitted.
* Smoking is prohibited in the Pre-School and grounds.

***Emergency evacuation procedure:***

* Children, staff and parents are aware of the fire exits in the building through regular fire practices which use both of the fire exits on a rota basis.
* On hearing the fire bell all the children will be lined up.
* The toilets are checked for children.
* One member of staff will be at the front and one at the rear; children will be escorted from the building via either the main door or the fire exit to the outside play area situated at the rear of the building, whichever is appropriate.
* Children with a disability such as a wheelchair or crutches will be with the staff member at the rear of the line and evacuated in accordance with their PEEP (Personal Emergency Evacuation Plan).
* Staff will direct the children to walk without pushing and to keep together as the line exits the classroom.
* Initial assembly points are on the school playground or otherwise the sports field at the rear of the building. These can be reached via the gate at the rear of the Pre-School outdoor play area.
* Once at the designated assembly point, staff will do a headcount to ensure that all children are accounted for; the register will be used to ensure all the children attending are accounted for.
* Staff aim to evacuate the building within 4 minutes.
* A daily designated member of staff will collect the register, children’s contacts file, and phone and will be the last person out of the building. Other daily designated members of staff will check the other areas of the building.
* In the event of a real fire the manager will telephone the fire brigade immediately after the evacuation. Bradworthy Primary Academy will be advised of the incident and staff may relocate to the safety of the school hall if appropriate.
* Parents will be contacted immediately using the emergency contact numbers.

***The fire drill record book must contain:***

* The date and time of the drill.
* How long it took.
* Whether there were any problems that delayed evacuation.
* Any further action taken to improve the drill procedure.

**Legal framework**

* Regulatory Reform (Fire Safety) Order 2005

**Further guidance**

* Fire Safety Risk Assessment - Educational Premises (HMG 2006)

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**8.6 – Animals in the setting**

**Policy statement**

Children learn about the natural world, its animals and other living creatures, as part of the Learning and Development Requirements of the Early Years Foundation Stage. This may include contact with animals, or other living creatures, either in the setting or on visits. Bradworthy pre-school aims to ensure that this is in accordance with sensible hygiene and safety controls.

**Procedures**

***Animals in the setting as pets:***

* We take account of the views of parents and children when selecting an animal or creature to keep as a pet in the setting.
* We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature.
* We provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.
* We ensure the correct food is offered, at the right times.
* We make arrangements for weekend and holiday care for the animal or creature.
* We register any pets with the local vet and take out appropriate pet care health insurance.
* We make sure all necessary vaccinations and other regular health measures, such as de-worming, are up-to-date and recorded.
* Children are taught correct handling and care of the animal or creature and are supervised.
* Children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
* Staff wear disposable gloves when cleaning housing or handling soiled bedding.
* If animals or creatures are brought in by visitors to show the children, they are the responsibility of their owner.
* The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.

***Visits to farms:***

* Before a visit to a farm, a risk assessment is carried out - this takes account of safety factors listed in the farm’s own risk assessment.
* The outings procedure is followed.
* Children wash their hands after contact with animals.
* Outdoor footwear worn to visit farms is cleaned of mud and debris and should not be worn indoors.

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**8.7 – Smoking Policy**

**Policy statement**

Bradworthy pre-school complies with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking environment - both indoors and outdoors.

**Procedures**

* All staff, parents and volunteers are made aware of our No-smoking Policy.
* The setting displays no-smoking signs.
* The No-smoking Policy is stated in information for parents and staff.
* We actively encourage no-smoking by having information for parents and staff about where to get help to stop smoking if they are seeking this information. This can be provided by the Local GP surgery in Bradworthy.
* Staff who smoke do not do so during working hours nor in pre-school uniform.

**Legal framework**

* The Smoke-free (Premises and Enforcement) Regulations (2006)
* The Smoke-free (Signs) Regulations (2012)

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**8.8 – Staff personal safety**

**Policy statement**

This setting believes that the health and safety of all staff is of paramount importance and that all staff have the right to work in a safe environment. We support safe working both on and off the premises, acknowledging the needs and diversity of children and their family.

**Procedures**

*General:*

* All staff in the building early in the morning, or late in the evening, ensure doors and windows are locked.
* Where possible, at least the first two members of staff to arrive in the building arrive together, and the last two members of staff in the building leave together.
* Visitors are generally only allowed access with prior appointments and only admitted once their identity has been verified.
* Minimal petty cash is kept on the premises.
* When taking cash to the bank, members of staff are aware of personal safety. Managers carry out a risk assessment and develop an agreed procedure appropriate to the setting, staff and location.
* Members of staff make a note in the diary of meetings they are attending, who they are meeting and when they are expected back.
* Managers have good liaison with local police and ask for advice on safe practice where there are issues or concerns.

*Dealing with agitated parents in the setting:*

* If a parent appears to be angry, mentally agitated or possibly hostile, two members of staff will lead the parent away from the children to a less open area, but will not shut the door behind them.
* If the person is standing, staff will remain standing.
* Members of staff will try to empathise and ensure that the language they use can be easily understood.
* Staff will speak in low, even tones, below the voice level of the parent.
* Members of staff will make it clear that they want to listen and seek solutions.
* If the person makes threats and continues to be angry, members of staff make it clear that they will be unable to discuss the issue until the person stops shouting or being abusive, while avoiding potentially inflammatory expressions such as ‘calm down’ or ‘be reasonable’.
* If threats or abuse continues, members of staff will explain that the police will be called and emphasise the inappropriateness of such behaviour in front of children.
* After the event, details are recorded in the child’s personal file together with any decisions made with the parents to rectify the situation and any correspondence regarding the incident.

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***9.0 – Equal Opportunities***

**9.1 – Valuing diversity and promoting inclusion and equality**

**Policy Statement**

Bradworthy Pre-school will ensure that the setting’s service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins; while other children may be more removed from close kin, or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the well-being of children within these families and may adversely impact on children’s learning, attainment and life outcomes.

We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our setting. We aim to:

* promote equality and value diversity within our setting and foster good relations with the local community;
* actively include all families and value the positive contribution they make to our setting;
* promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms;
* provide a secure and accessible environment in which every child feels safe and equally included;
* improve our knowledge and understanding of issues of anti-discriminatory practice;
* challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely:
	+ age;
	+ gender;
	+ gender reassignment;
	+ marital status;
	+ pregnancy and maternity;
	+ race;
	+ disability;
	+ sexual orientation; and
	+ religion or belief
* where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the setting or need different things from the setting.

**Procedures**

***Admissions:***

Bradworthy Pre-school is open to all members of the community.

* We base our Admissions Policy on a fair system.
* We do not discriminate against a child or their family in our setting, including preventing their entry to our setting based on a protected characteristic as defined by the Equality Act (2010)
* We advertise our setting widely
* We provide information in clear, concise language, whether in spoken or written form and provide information in other languages where needed and where possible.
* We provide information on our offer of provision for children with special educational needs and disabilities.
* We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality Policy.
* We make reasonable adjustments to ensure that disabled children can participate successfully in the setting and in the curriculum offered by the setting.
* We take action against any discriminatory, prejudice, harassing or victimising behaviour by our staff, volunteers or parents whether by:
	+ Direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of a specific ethnic group from using the setting;
	+ Indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
	+ Discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity;
	+ Association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
	+ Perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone’s sexual orientation.
* We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia).
* Displaying of openly discriminatory xenophobic and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, our premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

***Employments:***

* Posts are advertised and all applicants are judged against explicit and fair criteria.
* Applicants are welcome from all backgrounds and posts are open to all.
* We may use the exemption clauses in relevant legislation to enable the setting to best meet the needs of the community.
* The applicant who best meets the criteria is offered the post, subject to references and suitability checks. This ensures fairness in the selection process.
* All our job descriptions include a commitment to promoting equality, and recognising and respecting diversity as part of their specifications.
* We monitor our application process to ensure that it is fair and accessible.

***Training:***

* We seek out training opportunities for our staff and volunteers to enable them to develop anti-discriminatory and inclusive practices.
* We ensure that our staff are confident and fully trained in administering relevant medicines.
* We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

***Curriculum:***

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as about people who are different from themselves. It encourages development of confidence and self esteem, empathy, critical thinking and reflection.

We ensure that our practice is fully inclusive by:

* Creating an environment of mutual respect and tolerance;
* Modelling desirable behaviour to children and helping children to understand that discriminatory behaviour remarks are hurtful and unacceptable;
* Positively reflecting the widest possible range of communities within resources;
* Avoiding the use of stereotypes or derogatory images within our books or any other visual materials;
* Celebrating locally observed festivals and holy days;
* Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning, where necessary;
* Ensuring that disabled children with and without special educational needs are fully supported;
* Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

We will ensure that our environment is as accessible as possible for all visitors and setting users. We do this by:

* Checking the setting is accessible to all disabled children and adults. If access to the setting is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults.
* Fully differentiating the environment, resources and curriculum to accommodate a wide range of learning , physical and sensory needs.

***Valuing diversity in families:***

* We welcome the diversity of family lifestyles and work with all families.
* We encourage children to contribute stories of their everyday life to the setting.
* We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.
* For families who speak languages in addition to English, we will develop means to encourage their full inclusion.
* We offer a flexible payment system for families experiencing financial difficulties and offer information regarding sources of financial support.

***Food:***

* We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met where ever possible.
* We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and respect the differences among them.

***Meetings:***

* Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
* We positively encourage fathers to be involved in the setting especially those fathers who do not live with the child.
* Information about meetings is communicated in a variety of ways – written (on paper or electronically) or verbally to ensure that all mothers and fathers have information about, and access to, the meetings.

***Monitoring and reviewing:***

* So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meet our overall aims to promote equality, inclusion and to value diversity.
* We provide a complaints procedure and a complaints summary record for parents to see.

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**9.2 – Supporting children with special educational needs**

**Policy statement**

Bradworthy Pre-school provides an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

* We have regard for the Special Educational Needs and Disability Code of Practice (2014)
* We have in place a clear approach for identifying, responding to, and meeting children’s SEN.
* We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
* We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
* We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

**Procedures**

* We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is:

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Tish Shere\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
* We ensure that the provision for children with SEN is the responsibility of all members of the setting.
* We ensure that our inclusive admissions practice ensures equality of access and opportunity.
* We provide a broad, balanced and differentiated curriculum for all children.
* We apply SEN support to ensure early identification of children with SEN.
* We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
* We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children’s special education including all decision making processes.
* Where appropriate, we take into account children’s views and wishes in decisions being made about them, relevant to their level of understanding.
* We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
* We liaise and work with other external agencies to help improve outcomes for children with SEN.
* We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
* We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
* We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN.
* We provide in-service training for parents, practitioners and volunteers
* We raise awareness of our special educational needs provision via promotional materials.
* We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency’s views, inspections and complaints. This information is collated, evaluated and reviewed annually.
* We provide a complaints procedure.
* We monitor and review our policy annually.

**Further guidance**

* Early Years Foundation Stage Statutory Framework (DfE 2014)
* Working Together to Safeguard Children (DfE 2013)
* Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

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**9.3 - British Values**

**Policy Statement**

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children’s earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

**Procedures**

***British Values:***

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

* *Democracy,* or making decisions together (through the prime area of Personal, Social and Emotional Development)
	+ As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other’s views and values, and talk about their feelings, for example, recognising when they do or do not need help.
	+ Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
* *Rule of law,* or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
	+ Practitioners ensure that children understand their own and others’ behaviour and its consequence.
	+ Practitioners collaborate with children to create rules and the codes of behaviour and ensure that all children understand the rules apply to everyone.
* *Individual liberty,* or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
	+ Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.
	+ Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.
* *Mutual respect and tolerance,* or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
	+ Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
	+ Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
	+ Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other’s opinions.
	+ Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children’s experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.
* *In our setting it is not acceptable to:*
	+ Actively promote intolerance of other faiths, cultures and races
	+ Fail to challenge gender stereotypes and routinely segregate girls and boys
	+ Isolate children from their wider community
	+ Fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

***Prevent Strategy:***

Under the Counter-Terrorism and Security Act 2015 we also have a duty *“to have due regard to the need to prevent people from being drawn into terrorism”*

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***10.0 – Information and Records***

Bradworthy Pre-School maintains records as well as obtains and shares information to ensure the safe and efficient management of the setting and to help ensure the needs of all children are met.

**10.1 – Early years’ prospectus**

Please refer to the Bradworthy Pre-School Information Pack for all relevant information regarding the setting’s Early Years Prospectus.

**10.2 – Admissions**

**Policy Statement**

It is the intention of Bradworthy pre-school to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

**Procedures**

* We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
* We ensure that information about our setting is accessible and provided in written and spoken form. Where required we will provide translated written materials and if necessary will try to provide information in Braille or though British Sign Language.
* We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
* We describe our setting and its practices in terms that make it clear that it welcomes fathers and mothers, other relations and other carers, including childminders.
* We describe how our practices treat each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion and ethnicity or from English being a newly acquired additional language.
* We describe how our practices enable children and/or parents with disabilities to take part in the life of the setting.
* We monitor the gender and ethnic background of children joining the group to ensure that where possible our intake is representative of social diversity.
* We consult with families about the opening times of the setting to ensure we accommodate a broad range of families’ needs.
* Where possible we are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.

***Enrolment:***

* Applications for places at pre-school will be dealt with in date order of submission of either a registration of interest form or completed enrolment documents.
* An application to join may be made at any time but a place and sessions will be reserved for no more than a term in advance.
* The decision on allocation of places will be made jointly between staff and the management committee who reserve the right to cap the total number of children enrolled at any given time.
* If capacity for all sessions is reached a waiting list for enrolment will be put in place.
* We arrange our waiting list taking into account the following criteria:
	+ The age of the child (older children are given higher priority)
	+ The length of time on the waiting list
	+ The vicinity of the home to the setting (within catchment area)
	+ Whether any siblings already attend the setting (or Bradworthy Primary Academy)
	+ The individual needs of the family

***Sessions:***

* Requests for extra sessions or changes to sessions may be made up to half a term in advance and are subject to availability. If a requested session is unavailable, an alternative will be offered where possible and an offer to join a waiting list for the requested session will be made.
* Parents/carers will be asked to complete a new session request form at the end of each term to indicate their session choices for the following term. Priority for sessions will be given to children already attending the pre-school.
* If demand for sessions exceeds availability, additional available sessions will be allocated giving priority to older children
* A waiting list will be implemented once all sessions are full.

It is important that parents are made aware that by attending Bradworthy Pre-school it does not guarantee their child a place at Bradworthy Primary Academy. The two settings are managed independently of each other and neither has any control over the other’s admissions procedures.

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**10.3 – Parental involvement**

**Policy statement**

Bradworthy Pre-School believes that children benefit most from early years education and care when parents and settings work together in partnership.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the pre-school. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early years settings; these include parents who live apart from their children, but who still play a part in their lives, as well as working parents. In carrying out the following procedures, the setting will ensure that all parents are included.

When we refer to ‘parents’, we mean both mothers and fathers; these include both natural or birth parents, as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. ‘Parents’ also includes same sex parents, as well as foster parents.

The Children Act (1989) defines *parental responsibility* as *'all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property’*. (For a full explanation of who has parental responsibility, refer to the Pre-school Learning Alliance publication *Safeguarding Children*.)

**Procedures**

* Parents are made to feel welcome in the setting and are greeted appropriately.
* We have a means to ensure all parents are included - that may mean we have different strategies for involving fathers, or parents who work or live apart from their children.
* Every effort is made to accommodate parents who have a disability or impairment.
* We consult with all parents to find out what works best for them.
* We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
* We inform all parents about how the setting is run and its policies, through access to written information, including our Safeguarding Children and Child Protection policy and our responsibilities under the Prevent Duty, and through regular informal communication. We check to ensure parents understand the information that is given to them.
* Information about a child and his or her family is kept confidential within our setting. Bradworthy Pre School provide you with a privacy notice that details how and why we process your personal information. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding the child’s development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child. Reference is made to our Information Sharing Policy on seeking dissent for disclosure.
* We seek parental consent to administer medication, take a child for emergency treatment, take a child on outings and take photographs for the purposes of record keeping.
* The expectations that we make on parents are made clear at the point of registration.
* Parents are actively encouraged to participate in decision making processes according to the structure in place within our setting.
* We encourage parents to become involved in the social and cultural life of the setting and actively contribute to it.
* As far as possible our service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
* We provide sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
* Our key persons meet regularly with parents to discuss their child’s progress and to share concerns if they arise.
* Where applicable, Key Persons work with parents to carry out an agreed plan to support special educational needs.
* Where applicable, Key Persons work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
* We involve parents in the shared record keeping about their children – either formally or informally – and ensure parents have access to their children’s developmental records.
* We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
* We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language; making every effort to provide an interpreter for parents who speak a language other than English and to provide translated written materials.
* We hold meetings in venues that are accessible and appropriate for all.
* We welcome the contributions of parents, in whatever form these may take.
* We inform all parents of the systems for registering queries, complaints or suggestions. All parents have access to our written complaints procedure.
* Opportunities are provided for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is also in place at Bradworthy Pre-School:

* Admissions Policy.
* Complaints procedure.
* Record of complaints.
* Developmental records of children.

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**10.4 – Children's records**

Policy statement

Bradworthy Pre-school has record keeping systems in place that meet legal requirements; the means of storing and sharing that information takes place within the framework of the General Data Protection Regulators (GDPR 2018) and the Human Rights Act (1998).

This policy and procedure should be read alongside our Privacy Notice, Confidentiality and Client Access to Records policy and Information Sharing policy.

Procedures

If a child attends another setting, we establish a regular two-way flow of appropriate information with parents and other providers. Where appropriate, we will incorporate comments from other providers, as well as parents and/or carers into the child’s records.

We keep two kinds of records on children attending our setting:

*Developmental records (Learning Journey):*

Bradworthy Pre-school ensures that all children attending the setting have a personal Learning Journey which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of each child’s achievements during their time with us.

Bradworthy Pe-school uses an online Learning Journey system (Tapestry), allowing staff and parents to access the information from any computer or device via a personal, password-protected login. *(Staff to refer to the employee policies and procedure relating to the use of Pre-School Technology Devices by Staff Policy)*

* Staff access allows input of new observations and photos or amendment of existing observations and photos.
* Parent access allows input of new observations and photos or the addition of comments on existing observations and photos – parent log-ins do not have the necessary permission to edit existing material.
* Observations input into the Tapestry system are moderated by a senior member of staff before being added to the child’s Learning Journey.
* Parents logging into the system are only able to see their own child’s Learning Journey.
* Parents are asked to sign a consent form giving permission for their child’s image to appear in other children’s Learning Journeys, and to protect images of other children that may appear in any photos contained in their child’s Learning Journey.
* The Learning Journey is started once the child has started the Pre-school. During the first term, entries will be made more frequently as staff get to know the children.
* New observational entries to a child’s Learning Journey will usually be uploaded within two weeks of the observation being made.
* Observations are written in the present tense.
* In all written observations, other children are referred to as ‘C1’, ‘C2’, etc – and not by name.
* We will try wherever possible to allocate “Tapestry time” per week to each member of staff to enable them to upload observations. Any overflow will have to be completed in staff’s own time.
* All photographs taken of children are only permitted to be taken on Pre-school provided technology and once the photo has been uploaded to the child Tapestry Learning Journal images are then deleted from any devises storage *(Tapestry has been set up on the Pre-school tablets to not storage images on the device if taken while in the Tapestry app)*
* Tapestry is not used as a general communication tool between the Pre-school and home. A child’s learning journey is a document recording their learning and development and parents may add comments on observations or contribute photos, videos or information about activities they have been doing at home.
* Parents may contact us through the usual channels for any other day-to-day matters, e.g. absence, lost property, etc.

**Security**

* The Tapestry on-line Learning journey system is hosted on secure dedicated servers based in the UK.
* Access to information stored on Tapestry can only be gained by unique user ID and password.
* Parents can only see their own child’s information and are unable to login to view other children’s Learning Journeys.

**Personal records**

These may include the following (as applicable):

* Personal details – including the child’s registration form and any consent forms.
* Contractual matters – including a copy of the signed parent contract, the child’s days and times of

attendance, a record of the child’s fees, any fee reminders or records of disputes about fees.

* Child’s development, health and well-being – including a summary only of the child’s EYFS profile report, a record of discussions about every day matters about the child’s development health and well-bring with the parent.
* Early Support – including any additional focussed intervention provided by setting (e.g. support for

behaviour, language or development that needs an SEN action plan) and records of any meetings held.

* Welfare and child protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, an Education, Health and Care Plan and any information regarding a Looked After Child.
* Correspondence and Reports – including a copy of the child’s 2 Year Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies.
* These confidential records are stored in a lockable file or cabinet, which is always locked when not in use and which Bradworthy Pre School keeps secure in an office.
* Bradworthy Pre School read any correspondence in relation to a child, note any actions and file it

Immediately.

* Bradworthy Pre School ensure that access to children’s files is restricted to those authorised to see them and make entries in them, this being the manager, deputy or designated person for child protection, the child’s key person, or other staff as authorised.
* Bradworthy Pre School may be required to hand children’s personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting a S11 audit, as long as authorisation is seen. Braworthy Pre School ensure that children’s personal files are not handed over to anyone else to look at.
* Parents have access, in accordance with Bradworthy Pre School Privacy Notice, Confidentiality and Client

access to Records Policy, to the files and records of their own children, but do not have access to information about any other child.

* Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Our staff induction programme includes an awareness of the

importance of confidentiality in the role of the key person.

* Bradworthy Pre School retain children’s records for three years after they have left the setting; except

records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years respectively. These are kept in a secure place.

## *Archiving children’s files*

* When a child leaves Bradworthy Pre School all paper documents are removed from the child’s personal file and place them in a robust envelope, with the child’s name and date of birth on the front and the date they left. Bradworthy Pre School seal this and place it in an archive box, stored in a safe place (i.e. a locked cabinet) for three years. After three years it is destroyed.
* If data is kept electronically it is encrypted and stored as above.
* Where there were s.47 child protection investigations, Bradworthy Pre School mark the envelope with a star and archive it for 25 years.
* Bradworthy Pre School store financial information according to Bradworthy Pre School finance procedures.

## *Other records*

* Bradworthy Pre School keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person.
* Students on Early Years Alliance or other recognised qualifications and training, when they are observing in the setting, are advised of Bradworthy Pre School Confidentiality and Client Access to Records Policy and are required to respect it.

**Legal framework**

* General Data Protection Regulations (GDPR) (2018)
* Human Rights Act (1998)

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**10.5 – Provider Records**

**Policy statement**

We keep records and documentation for the purpose of maintaining our charity. These include:

* Records pertaining to our registration.
* Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
* Financial records pertaining to income and expenditure.
* Risk assessments.
* Employment records of all staff including their name, home address and telephone number and information required to run payroll.
* Names, addresses and telephone numbers of anyone else who is regularly in unsupervised contact with the children.

We consider our records as confidential based on the sensitivity of information, such as with employment records. These confidential records are maintained with regard to the framework of the General Data Protection Regulators, further details are given in our Privacy Notice and the Human Rights Act (1998).

This policy and procedure should be read alongside the settings Privacy Notice Confidentiality and Client Access to Records Policy and Information Sharing Policy.

**Procedures**

* All records are the responsibility of the management team who ensure they are kept securely.
* All records are kept in an orderly way in files and filing is kept up-to-date.
* All financial records are kept up-to-date for audit purposes.
* Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.
* Our Ofsted registration certificate is displayed.
* Our Public Liability insurance certificate is displayed.
* All employment and staff records are kept securely and confidentially.

***Ofsted are notified of any:***

* change in the address of our premises;
* change to our premises which may affect the space available to us or the quality of childcare we provide;
* change to the name and address of our registered provider, or the provider’s contact information;
* change to the person managing the provision;
* significant events which are likely to affect our suitability to look after children; or
* other event as detailed in the *Statutory Framework for the Early Years Foundation Stage* (DfE 2017).

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**10.6 – Transfer of records to school**

##### **Policy Statement**

##### Bradworthy Pre-school recognises that children sometimes move to another early years setting before they go on to school, although many will leave our setting to enter a nursery or reception class.

##### We prepare children for these transitions and involve parents and the receiving setting or school in this process. Records are prepared about a child’s development and learning in the EYFS in our setting; in order to enable smooth transitions, appropriate information is shared with the receiving setting or school at transfer.

##### Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board.

##### The procedure guides this process and determines what information we can and cannot share with a receiving school or setting. (See our Privacy Notice)

##### ProceduresTransfer of development records for a child moving to another early years setting or school:

* Using the *Early Years Outcomes* (DfE 2013) guidance and our assessment of children’s development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development.
* The record refers to:
	+ Any additional language spoken by the child and his or her progress in both languages.
	+ Any additional needs that have been identified or addressed by our setting.
	+ Any special needs or disability, whether a CAF was raised in respect of special needs or disability, whether there is an Education, Health and Care Plan, and the name of the lead professional.
* The record contains a summary by the key person and a summary of the parent’s view of the child.
* The document may be accompanied by other evidence such as photos or drawings that the child has made.
* For transfer to school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.
* If there have been any welfare or protection concerns, we place a star on the front of the assessment record.

##### *Transfer of confidential information:*

* The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in our setting and what was done about them.
* We will make a summary of the concerns to send to the receiving setting or school along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these for us to use.
* Where a CAF has been raised in respect of any welfare concerns, we will pass the name and contact details of the lead professional will be passed on to the receiving setting or school.
* Where there has been a s47 investigation regarding a child protection concern, we will pass the name and contact details of the child’s social worker on to the receiving setting or school – regardless of the outcome of the investigation.
* This information is posted or taken to the school or setting, addressed to the setting or school’s designated person for child protection and marked confidential.

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**10.7 – Confidentiality and client access to records**

**Policy statement**

*‘Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case.’*

*Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers* (HMG 2015)

At Bradworthy Pre-school, staff and managers can be said to have a ‘confidential relationship’ with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the General Data Protection Regulations (2018) and the Human Rights Act (1998).

**Confidentiality procedures**

* Exceptional circumstances information is shared, for example with other professionals or possibly social care or the police.
* Information shared with other agencies is done in line with our Information Sharing Policy.
* We always check whether parents regard the information they share with us to be confidential or not.
* Some parents may share information about themselves with other parents as well as staff; we cannot be held responsible if information is shared by those parents whom the person has ‘confided’ in.
* Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it. We are not responsible should that confidentiality be breached by participants.
* We inform parents when we need to record confidential information beyond the general personal information we keep see our Children’s Records Policy and privacy notice – for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
* We keep all records securely see our Children’s Records Policy and privacy notice.
* Information is kept in a manual file or electronically. We do not keep electronic records on children, other than the register, funding information, financial data and correspondence.
* Our staff discuss children’s general progress and wellbeing together in meetings, but more sensitive information is restricted to our manager and the child’s key person, and is shared with other staff on a need to know basis.
* We do not discuss children with other parents or anyone else outside of the setting.
* Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
* Where third parties share information about an individual, our practitioners and manager check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.

**Client access to records procedures**

Parents may request access to any confidential records held on their child and family following the procedure below:

* The parent is the ‘subject’ of the file in the case where a child is too young to give ‘informed consent’ and has a right to see information that our setting has compiled on them.
* Any request to see the child’s personal file by a parent or person with parental responsibility must be made in writing to the pre-school Chair.
* We acknowledge the request in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.
* Our written acknowledgement allows one month for the file to be made ready and available. We will be able to extend this by a further two months where requests are complex or numerous. If this is the case, We will inform you within one month of the receipt of the request and explain why the extension is necessary
* A fee may be charged for repeated requests, or where a request requires excessive administration to fulfil.
* The pre-school may seek legal advice before sharing a file.
* Our manager goes through the file with the committee Chair and ensures that all documents have been filed correctly, that entries are in date order and that there are no missing pages. They note any information, entry or correspondence or other document which mentions a third party.
* We write to each of those individuals explaining that the subject has requested sight of the file, which contains a reference to them, stating what this is.
* They are asked to reply in writing to our manager giving or refusing consent for disclosure of that material.
* We keep copies of these letters and their replies on the child’s file.
* ‘Third parties’ include each family member noted on the file; so where there are separate entries pertaining to each parent, step parent, grandparent etc, we write to each of them to request third party consent.
* Third parties also include workers from any other agency, including children’s social care and the health authority for example. Agencies will normally refuse consent to share information, preferring instead for the parent to be redirected to those agencies for a request to see their file held by that agency.
* Members of our staff should also be written to, but we reserve the right under the legislation to override a refusal for consent or to just delete the name of the staff member and not the information. We may grant refusal if the member of staff has provided information that could be considered ‘sensitive’ and the staff member may be in danger if that information is disclosed; or if that information is the basis of a police investigation. However, if the information is not sensitive, then it is not in our interest to withhold that information from a parent. In each case this should be discussed with members of staff and decisions recorded.
* When we have received all the consents/refusals, our manager takes a photocopy of the complete file. On the copy of the file, our manager removes any information that a third party has refused consent for us to disclose and blank out any references to the third party, and any information they have added to the file, using a thick marker pen.
* The copy file is then checked by the manager, committee Chair and legal advisors to verify that the file has been prepared appropriately.
* What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the ‘clean copy’
* We photocopy the ‘clean copy’ again and collate it for the parent to see.
* Our manager informs the parent that the file is now ready and invites him/her to make an appointment to view it.
* Our manager and Chair meet with the parent to go through the file, explaining the process as well as what the content of the file records about the child and the work that has been done. Only the person(s) with parental responsibility can attend the meeting, or the parent’s legal representative or interpreter.
* The parent may take a copy of the prepared file away; but, to ensure it is properly explained to and understood by the parent, we never hand it over without discussion.
* It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. Our recording procedures and guidelines ensure that the material reflects an accurate and non-judgemental account of the work we have done with the family.
* If a parent feels aggrieved about any entry in the file, or the resulting outcome, then we refer the parent to our complaints procedure.
* The law requires that the information we hold must be held for legitimate reason and must be accurate. If a parent says that the information we hold is inaccurate, then the parent has a right to request for it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent, we retain the right not to change that entry, but we can record the parent’s view of the matter. In most cases, we would have given a parent the opportunity at the time to state their side of the matter, and it would have been recorded there and then.
* If there are any controversial aspects of the content of a child’s file, we must seek legal advice. This might be where there is a court case between parents, where social care or the police may be considering legal action, or where a case has already completed and an appeal process is underway.
* We never ‘under-record’ for fear of the parent seeing, nor do we make ‘personal notes’ elsewhere.

Telephone advice regarding general queries may be made to The Information Commissioner’s Office Helpline 0303 123 1113

All the undertakings above are subject to the paramount commitment of our setting, which is to the safety and well-being of the child. Please see also our policy on Safeguarding Children and Child Protection.

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**10.8 – Information sharing**

*‘Sharing information is an intrinsic part of any frontline practitioners’ job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals’ lives. It could ensure that an individual receives the right services at the right time and prevent a need from becoming more acute and difficult to meet. At the other end of the spectrum it could be the difference between life and death.’*

*Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers. (H M Government 2015)*

**Policy statement**

Bradworthy Pre-school recognises that parents have a right to know that the information they share with us will be regarded as confidential, as well as to be informed about the circumstances when, and the reasons why, we are obliged to share information.

We record and share information about children and their families (data subjects) in line with the six principles of the General Data Protection Regulations (GDPR) (2018) which are further explained in [my/our] Privacy Notice that is given to parents at the point of registration The six principles state that personal data must be:

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject.
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed.
6. Processed in a way that ensures appropriate security of the persona data including protection against accidental loss, destruction or damage, using appropriate technical or organisational measures

We are obliged to share confidential information without authorisation from the person who provided it, or to whom it relates, if it is in the public interest. That is when:

* it is to prevent a crime from being committed or to intervene where one may have been, or to prevent harm to a child or adult; or
* not sharing it could be worse than the outcome of having shared it.

The responsibility for decision-making should not rely solely on an individual, but should have the back-up of the management team. The management team provide clear guidance, policy and procedures to ensure all staff and volunteers understand their information sharing responsibilities and are able to respond in a timely, appropriate way to any safeguarding concerns.

The three critical criteria are:

* Where there is *evidence* that the child is suffering, or is at risk of suffering, significant harm.
* Where there is *reasonable cause to believe* that a child may be suffering, or is at risk of suffering, significant harm.
* To *prevent* significant harm arising to children and young people or adults, including the prevention, detection and prosecution of serious crime.

**Procedures**

Our procedure is based on the GDPR principles as listed above and the seven golden rules for sharing information in the Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers*.* Bradworthy Pre School also follow the guidance on information sharing from the Local Safeguarding Children Board.

1. *Remember that the General Data Protection Regulators 2018 and human rights law are not barriers to justified information sharing as per the Children Act 1989, but provide a framework to ensure that personal information about living individuals is shared appropriately.*
	* Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information both within the setting, as well as with external agencies.
2. *Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could, be shared, and seek their consent, unless it is unsafe or or if I have a legal obligation to do so. A Privacy Notice is given to parents at the point of registration to explain this further.*

 In our setting we ensure parents:

* + Receive a copy of Bradworthy Pre School Privacy Notice and information about our Information Sharing Policy when starting their child in the setting and that they sign our Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
	+ Have information about our Safeguarding Children and Child Protection Policy and;
	+ Have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
1. *Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.*
* Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the child’s file.
* Our manager routinely seeks advice and support from the committee Chair about possible significant harm.
* Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager or deputy, as designated person, who will contact children’s social care for advice where they have doubts or are unsure.
* Our manager seeks advice if they need to share information without consent to disclose.
1. *Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. Where you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.*
* We base decisions to share information without consent on judgements about the facts of the case and whether there is a legal obligation.
* Our guidelines for consent are part of this procedure.
* Our manager is conversant with this and she is able to advise staff accordingly.
1. *Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.*

 In our setting we:

* Record concerns and discuss these with our designated person and/or designated officer from the management committee for child protection matters;
* Record decisions made and the reasons why information will be shared and to whom; and
* Follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy.
1. *Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.*
* Our Safeguarding Children and Child Protection Policy and Children’s Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.
1. *Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.*
* Where information is shared, the reasons for doing so are recorded in the child’s file; where it is decided that information is not to be shared that is recorded too.

***Consent:***

When parents choose our setting for their child, they will share information about themselves and their families. This information is regarded as confidential. Parents have a right to be informed that we will see their consent to share information in most cases, as well as the kinds of circumstances when we may not seek their consent, or may override their refusal to give consent. We inform them as follows:

* Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
* We may cover this verbally when the child starts and/or include this in our information pack.
* Parents sign our Registration Form to confirm that they understand this.
* Parents are asked to give written consent to share information about any additional needs their child may have, or to pass on child development summaries, to the next provider/school.
* The following questions are considered when we assess the need to share:
	+ Is there a legitimate purpose to us sharing the information?
	+ Does the information enable the person to be identified?
	+ Is the information confidential?
	+ If the information is confidential, do we have consent to share?
	+ Is there a statutory duty or court order requiring us to share the information?
	+ If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information?
	+ If the decision is to share, are we sharing the right information in the right way?
	+ Have we properly recorded our decision?
* Consent must be freely given and *informed* – that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information. As detailed in the privacy notice.
* Consent may be *explicit*, verbally but preferably in writing, or *implicit*, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.
* Consent can be withdrawn at any time.
* We explain our Information Sharing Policy to parents.

***Separated Parents:***

* Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides. Where there is a dispute, we will consider this carefully.
* Where the child is looked after, we may also need to consult with the Local Authority, as ‘corporate parent’ before information is shared.

All the undertakings above are subject to our paramount commitment, which is to the safety and well-being of the child. Please also see our Safeguarding and Child Protection Policy.

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**10.9 – Working in partnership with other agencies**

**Policy Statement**

Bradworthy Pre-school works in partnership with local and national agencies to promote the well-being of all children. We will never share your data with any organisation to use for their own purposes.

**Procedures**

* We work in partnership or in tandem with, local and national agencies to promote the well-being of children.
* Procedures are in place for sharing of information about children and families with other agencies. These are set out in our Privacy Notice and the Information Sharing Policy, Safeguarding Children and Child Protection Policies and the Supporting Children with Special Educational Needs Policy.
* Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
* When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
* We follow the protocols for working with agencies, for example on child protection.
* Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
* Staff do not casually share information or seek informal advice about any named child/family.
* When necessary, we consult with local and national agencies who offer a wealth of advice and information that help us to develop our understanding of the issues faced and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

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**10.10 – Making a complaint**

**Policy Statement**

Bradworthy Pre-school believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly, by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

**Procedures**

All settings are required to keep a written record of any complaints that reach stage two and above, and their outcome. This is to be made available to parents, as well as to Ofsted inspectors on request. A full procedure is set out in the Pre-school Learning Alliance publication *Complaint Investigation Record (2012)* which acts as the ‘summary log’ for this purpose.

***Making a Complaint:***

Stage 1

* Any parent who has a concern about an aspect of the setting’s provision talks over, first of all, his/her concerns with the setting manager.
* Most complaints should be resolved amicably and informally at this stage.

Stage 2

* If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the setting manager and the committee.
* For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the *Complaint Investigation Record;* the form may be completed with the person in charge and signed by the parent.
* The setting stores written complaints from parents in the child’s personal file. However, if the complaint involves a detailed investigation, the setting manager may wish to store all information relating to the investigation in a separate file designated for this complaint.
* When the investigation into the complaint is completed, the setting manager meets with the parent to discuss the outcome.
* Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
* When the complaint is resolved at this stage, the summative points are logged in the *Complaint Investigation Record.*

Stage 3

* If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the setting manager and the committee chair. The parent may have a friend or partner present if they prefer and the manager should have the support of the management team.
* An agreed written record of the discussion is made, as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
* The signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the *Complaint Investigation Record.*

Stage 4

* If at the stage three meeting the parent and setting cannot reach agreement, an external mediator is invited to help settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers, but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
* Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators.
* The mediator keeps all discussions confidential. He/she can hold separate meetings with the setting personnel and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice he/she gives.

Stage 5

* When the mediator has concluded his/her investigations, a final meeting between the parent, the setting manager and the chair is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator’s advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help in the decision to be reached.
* A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. The signed record signifies that the procedure has concluded.

***The role of Ofsted the Local Safeguarding Children Board and the information Commissioners Office***

* Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting’s registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
* The number to call Ofsted with regard to a complaint is:

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_0300 123 1231\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* These details are displayed on our setting’s notice board.
* If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board.
* In these cases, both the parent and the setting are informed and the setting manager works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.
* The Information Commissioner’s Office (ICO) can be contacted if you have made a complaint about the way your data is being handled and remain dissatisfied after raising your concern with us. For further information about how we handle your data, please refer to the Privacy Notice given to you when you registered your child at Bradworthy Pre School setting. The ICO can be contacted at Information Commissioner’s Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk

*Records*

* A record of complaints in relation to Bradworthy Pre School setting, or the children or the adults working in [our/my] setting, is kept for at least three years; including the date, the circumstances of the complaint and how the complaint was managed.
* The outcome of all complaints is recorded in Bradworthy Pre School Complaint Investigation Record, which is available for parents and Ofsted inspectors to view on request.

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Mill Road Bradworthy, Holsworthy, Devon EX227RT Tel 07944 116331 email bradworthypreschool@gmail.com

**NOTIFICATION OF LEAVING PRE SCHOOL**

You are required to provide us with at least one month’s notice of withdrawing your child. If insufficient notice is given you will be responsible for the full fees for your child for one month from the date of notice. Please refer to our terms and conditions for full details.

A final invoice will be issued reflecting the fees chargeable for the remaining period that your child attends – together with any previously invoiced amounts which remain outstanding.

I confirm that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (insert childs name) will be leaving

Bradworthy Pre School on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (insert date) and hereby give the required one month’s notice period.

Name of parent/guardian \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Because we are always seeking to develop and improve our services we would be grateful for a response to the questions below. All feedback is treated confidentially and is greatly valued.

1. Why is your child leaving? Cost Starting School Attending another setting

Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How would you rate the standard of care and education your child has received?

 Very Good Good Satisfactory Poor

**10.12 Reserves Policy**

The committee has reviewed Bradworthy Pre-School’s need for reserves in line with guidance issued by the Charity Commission and the Pre-school Learning Alliance.

The Pre-School needs reserves in order to:

1. Meet redundancy liabilities should the pre-school have to close;
2. Ensure continuity of service provision by meeting unexpected costs such as cover for illness or maternity leave, or Pandemic (such as in the case of Covid-19)
3. covering running costs during periods of lower income e.g. while adjusting to decreasing number or following falls in funding or fundraising
4. Replace equipment as it wears out and carry out necessary building maintenance;

Therefore the pre-school aims to maintain:

1. Reserves to meet redundancy liabilities – this amount to cover contractual notice period (min 4 weeks, max 12 weeks) and statutory redundancy pay (1 week per year to 12 weeks);
2. General contingency reserves equal to one term’s (i.e., one-third of annual) total expenditure.
3. The Pre School may also set aside monies for specific projects outside of those items requiring reserves above.

The committee believes that this level of reserves is prudent and necessary to ensure that the pre-school can run efficiently and meet future needs.

The committee will monitor the actual level of reserves and compare with the target level at least once a year (at the financial year end). The pre-school has no restricted funds, and therefore essentially all cash balances can be considered to be part of reserves.

In the event of reserves falling significantly below the target level, the pre-school will aim to restore the reserves as soon as possible by increasing fundraising, increasing earned income or reducing expenditure.

In the event of reserves falling significantly below the target level, the pre-school will aim to restore the reserves as soon as possible by increasing fundraising, increasing earned income, or reducing expenditure.

Similarly, if reserves are significantly above the target level, the committee will put in place a plan as soon as possible, aiming to eliminate the excess within four years by spending money to enhance the quality of pre-school provision, or otherwise further the aims of the pre-school, or by reducing fundraising. The committee will not, however, take any steps that might call into question the ability of the pre-school to continue as a financially viable operation in the long term. In particular, it will not plan to use excess reserves to cover essential running costs.

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